Fifteenth Annual Report

OF THE

Department of Education

OF THE

Province of Alberta

1920

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HON. GEORGE P. SMITH, MINISTER OF EDUCATION

EDMONTON, ALBERTA,

JUNE 30TH, 1921

To His Honour
ROBERT GEORGE BRETT,
Lieutenant Governor of Alberta.

Sir,—I have the honour to present the report of the Department of Education for the year 1920.

The time has now arrived when we can judge with confidence the value of certain new policies which have been initiated during the past couple of years. These policies have had to do with several matters of fundamental importance—such as the improvement in the standards of qualifications of teachers; the increase in the supply of teachers; the introduction of new types of school organization for rural districts; provision for high school opportunity for rural children; special efforts amongst non-English-speaking people; and other matters of equal importance. The carrying out of these policies involved the erection of new buildings and the providing of additional accommodation in many ways. The extraordinary cost of labor and materials has made the effort a very trying one, but in spite of unfavorable conditions substantial progress has been made and the new policies can now be said to be firmly established.

QUALIFICATIONS OF TEACHERS

The training of teachers for third-class certificates has definitely been abandoned in Alberta. The Normal School course is now the full academic year. No student can enter upon the training course with lower than Grade XI High School standing. To make possible this standard it was necessary to advance government loans to cover the cost of Normal School training. By this means the desired result was attained and at the same time the number of permits in use in the Province was reduced to about one-third of the number issued in preceding years.

The improved training afforded our teachers will result in teachers remaining longer in the profession, and the effect will be beneficial, both to the teaching body and to the schools.

SUPPLY OF TEACHERS

The crisis in the shortage of teachers appears to have been definitely passed. A few years ago the shortage approximated fifteen or sixteen hundred. At the close of the past school year the 4,300 school rooms of the Province were all supplied with teachers and the number of permits issued during the whole six-months period from January 1st to June 30th was 304. This puts Alberta on an enviable basis.

Future prospects are bright for the further improvement in our supply of teachers. The tide has turned and many are returning to the profession. The enrolment at the Normal Schools for 1921 promises to surpass all previous records.

High School Opportunity for Rural Districts

A vigorous effort has been made to overcome the handicap of rural children in the matter of advanced training. By the elimination of fees for non-resident children attending existing High Schools, and by very generous grants to the senior rooms of two-room schools and consolidated schools, much has been done in this direction. The substantial increase in the number of classes organized and in the numbers of students offering for the various departmental examinations is gratifying evidence that these policies are bearing fruit.

New Types of Organization for Rural Districts

Careful attention is still being given to consolidated schools and an effort is being made to secure from them the maximum of results by encouraging High School work in the senior rooms.

The "two-room school" policy for congested districts has also proven popular, and 60 of these schools have been established in the past two years. They have solved difficult problems that could not have been solved in any other way.

Evidence is not wanting that still further modifications of the traditional organization must be made if all the varying situations in this Province are to be met. Diversity of occupation and of living conditions demands great flexibility in our school organization. Plans are now complete for providing for rural High Schools, or "secondary consolidations" as they will be called, and this policy is being received with enthusiastic approval.

Much consideration has also been given to the matter of creating Municipal School Boards to administer the affairs of all the schools within a rural municipality. A decision with regard to this matter has been deferred, however, until means have been found to overcome some of the difficulties connected therewith.

Teachers' Residences

The new policy with regard to building homes for teachers has been well received throughout the Province. During the past two years nearly 60 of these homes have been built, and in most cases they are proving of great value. They are encouraging married men to remain in the teaching profession; they are a splendid agent in holding the teacher in the same school from year to year, and they insure in almost all cases, the continuous operation of schools that formerly operated for perhaps only a few summer months.

School Inspection

The increase in the number of school inspectors and the complete reorganization of their work have greatly improved the type of inspection service being rendered. During the past year, for the first time in this Province, it has been possible to inspect practically every school, and the vast majority of schools were given two inspections within the year. Both school boards and teachers appreciate the work of the inspectors, and the efficient functioning of the Department has been greatly promoted by the changes in this branch.

Revised Course of Studies

During the year 1920 complete plans were devised for securing a thorough revision of the Course of Studies for the elementary schools. The Department took unusual precautions to ascertain the views of all classes of people throughout the Province. The co-operation on the part of various organizations and public bodies was most gratifying and the new Course will be a practical expression of the demands of the time.

A new Course in "Citizenship" will be a special feature of the curriculum. It will include divisions dealing with history, civics, deportment, and morals, and should fill a real need in our schools.

Work in Non-English-speaking Communities

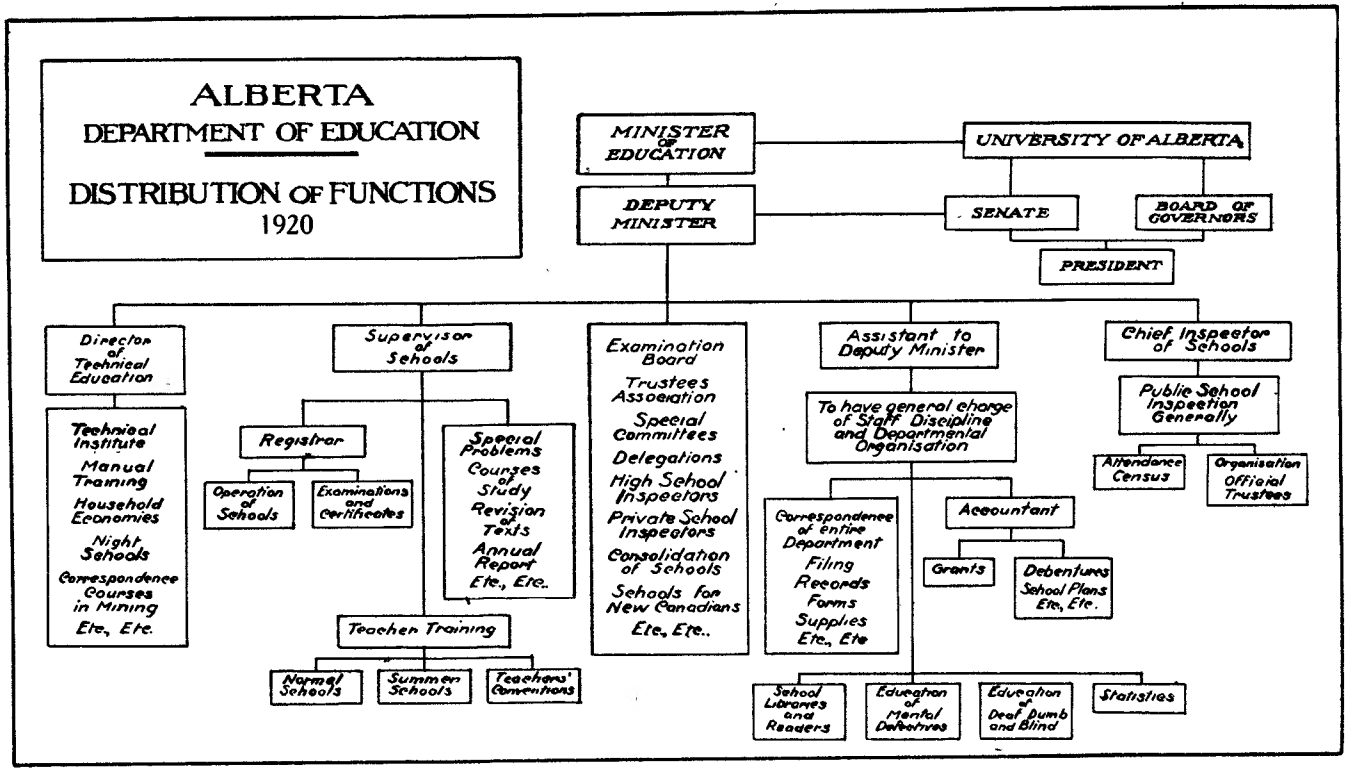
A great advance has been made in the past few years in non-English-speaking districts. The two-room schools and the teachers' homes have been particularly acceptable in localities of this kind. At the Summer School, special training courses have been given for teachers who would undertake this work. There has been a spirit of co-operation evident throughout the non-English-speaking settlements that has been most encouraging and work of real value has been accomplished. It has been a great satisfaction to share in any degree in this work.

The reports of the various officials and heads of branches and institutions are appended hereto, as well as reports regarding school libraries, the care of mental defectives, the education of the deaf, dumb, and blind of the Province, and various other activities of the Department.

I have the honour to be, Sir,

Your obedient servant,

George P. Smith,
Minister of Education.


ALBERTA
DEPARTMENT OF EDUCATION
DISTRIBUTION OF FUNCTIONS
1920
MINISTER OF EDUCATION
DEPUTY MINISTER
UNIVERSITY OF ALBERTA
SENATE
BOARD OF GOVERNORS
PRESIDENT
Director of Technical Education
Technical Institute
Manual Training
Household Economics
Night Schools
Correspondence Courses in Mining
Etc., Etc.
Supervisor of Schools
Registrar
Operation of Schools
Examinations and Certificates
Special Problems
Courses of Study
Revision of Texts
Annual Report
Etc., Etc.
Teachers Training
Normal Schools
Summer Schools
Teachers' Conventions
Examination Board
Trustees Association
Special Committees
Delegations
High School Inspectors
Private School Inspectors
Consolidation of Schools
Schools for New Canadians
Etc., Etc..
Assistant to Deputy Minister
To have general charge of Staff Discipline and Departmental Organisation
Correspondence of entire Department
Filing
Records
Forms
Supplies
Etc., Etc
Accountant
Grants
Debentures
School Plans
Etc., Etc.
School Libraries and Readers
Education of Mental Defectives
Education of Deaf Dumb and Blind
Statistics
Chief Inspector of Schools
Public School Inspection Generally
Attendance Census
Organisation Official Trustees

EDMONTON, ALBERTA,
December 31, 1920

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—

I have the honour to submit herewith the Report of the Department of Education for the year 1920. It includes reports of the following divisions: The Deputy Minister, the Supervisor of Schools, the Chief Inspector, the Assistant to the Deputy Minister, the Director of Technical Education, and Statistics relating to the progress of education in the Province for the year.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,
Deputy Minister of Education.

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REPORT OF THE DEPUTY MINISTER OF EDUCATION

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honor to submit the following report on the schools of Alberta, for the year 1920.

The work of education advanced steadily during the year, as all classes of society are realizing more fully that education is the basis of stability and public welfare. One of the most noticeable features of education during the year was the demand for a better and more advanced type of rural school. Many pupils in rural schools graduate from the public school while quite young, and their parents are faced with the problem of providing them with a high school education. At present they are compelled to send them away to some town or city, where the expense in connection with their training is almost prohibitive for many farmers. These pupils are young and inexperienced, and during the period in which they are forming their habits and character they should have the care, training and protection of their parents. These facts have led many farmers to agitate for a rural high school where the children will secure secondary education within reach of their homes.

This demand for a better type of school is associated with a similar demand for a more highly trained teacher with maturity of scholarship and experience, who, instead of being a transient, will be a permanent resident of the community. These better types of schools and more matured and scholarly teachers can only be secured by the payment of higher salaries, and by establishing better living conditions in the rural districts. The increasing of the salaries means heavier taxation for school purposes, and a consequent sacrifice on the part of many ratepayers, but it is the only means by which our best young men and women will be induced to enter the teaching profession and make a contribution in the training of the children for the duties which they will have to perform as citizens. The majority of school boards are prepared to pay a fair salary to a capable teacher who is interested in the education and general training of the children in the district, but object to paying a high salary to immature teachers who have had no experience, and whose academic and professional training is very limited.

TWO-ROOM SCHOOLS

One phase of educational activity which has made very substantial progress during the year is the organization of two-room rural schools in districts where the school population is so large that one teacher cannot do the work efficiently. Twenty-nine of these schools were erected during the year, and steps have been taken to build a large number in the year 1921.

These schools are well lighted and ventilated, and in most cases are provided with a basement and modern furnace. The rooms are separated by a partition which can be removed when the building is used for social or community purposes, and the room for the senior

TWO-ROOMED SCHOOL, BELLE VALLEY S. D. No. 626

pupils is equipped with movable seats and other furniture which is adapted to meet the needs of the community for public gatherings. The majority of these schools have an attendance of between sixty and ninety pupils, and an increased interest in educational work is noticeable in both pupils and parents.

TEACHERS' RESIDENCES

The ratepayers in non-English-speaking school districts usually erect a teachers' residence on a five-acre plot, near the school, and provide the teacher with an adequate supply of fuel. The type of residence erected during the year was greatly superior in design and structure to those erected in former years, and is a credit to the progressive spirit which is dominating these people. The erection of the two-room rural school is usually accompanied by the building of a modern teacherage, sufficiently large to accommodate a teacher and his family, or two lady teachers. There were thirty of these buildings erected during 1920, and it is probable that an equal number will be erected in 1921.

There has been considerable demand for this type of school from married teachers who wish to obtain a position in a rural district where there are greater prospects for permanency of contract as teacher, and it would appear from evidence on hand that the securing of these teachers will assist in solving the rural school problem. A teacher who has settled in a community for a number of years will know the pupils better and will be in a better position to assist in organizing the community for educational and social purposes than a teacher who only remains for a short period in the school. This

has been proven by the progress made in a few of these schools where a teacher has remained for a number of years. The pupils have been able to complete their public school course within the usual period

TEACHER'S RESIDENCE, GALAHAD S. D. No. 3554

taken by pupils in town schools, and the attitude of the ratepayers toward education has been much improved by the record made by the students.

TEACHER'S RESIDENCE, SAYRE S. D. No. 3678 AND ROSEBUD RIVER S. D. No. 3769

TECHNICAL EDUCATION

The Provincial Institute of Technology, which with its equipment had been loaned to the Federal Government for the re-training of soldiers, was not required for that purpose after October 1st, 1920, and was returned to the Department of Education. The Institute was opened on November 9th, and courses were offered in all technical subjects where the demand for the work justified the Minister in providing the courses.

Students were enrolled in motor mechanics, steam and electric engineering, telegraphy, drafting, machine shop, and accountancy. The enrolment in all these classes was satisfactory, and as the students were mature and had practical experience in industry, the work done was creditable. In addition to the work done at the Institute, night schools in mining and steam engineering were opened in the cities and mining centres, and 172 students were enrolled for correspondence courses in these branches.

EXHIBIT—HOUSEHOLD ART—GRADE IX

The City of Calgary, through its Pre-Vocational School, provided vocational courses for students in Grades VII, VIII and IX, and the City of Edmonton, through its Technical School, provided courses in all branches of technical education. The enrolment in this latter school was very encouraging, and a good type of work was done by the pupils.

CHILDREN WHO ARE NOT ENROLLED IN OUR SCHOOLS

Alberta has during many years provided for the education of the deaf and dumb and blind children of the Province. The former are educated at the School for the Deaf, in Winnipeg, Manitoba, and the latter at Brantford, Ontario.

The care of mentally defective children is one of the problems with which the Government of Alberta is confronted. In 1918 a

building was provided for these children, and during 1919 thirty-five of them were placed in the institution. In 1920 a site for a home for this class of children was purchased. It consists of one thousand acres, located on the north side of the Saskatchewan River, and about ten miles east of Edmonton. It is probable that steps will be taken to erect the permanent home for these children on the farm during the year 1921, and in a comparatively short time it will be possible for the Government to take charge of those who are in greatest need of receiving attention.

HIGH SCHOOL INSPECTION

The rapid increase in attendance at secondary schools and the partial elimination of the examinations for Grades IX and X at the larger centres made it necessary to have more frequent and thorough inspection. The work of inspection was previously in charge of Mr. J. A. Smith, B.A., a specialist in Mathematics and Science, and in July, 1920, Mr. G. A. McKee, B.A., Principal of the South Edmonton High School, and a specialist in Classics and History, was appointed to assist in this work.

They visit all schools where at least one classroom is maintained exclusively for pupils above Grade VIII, and inspect the school at least once during each year. In addition to this work they inspect all private schools in the Province whether these schools be elementary or secondary. The growth of the secondary schools has been very encouraging of late years, and the private schools that are undertaking secondary work are giving good educational service to the students in attendance.

STATISTICS

The number of school districts erected during the year was 107, and as each of these districts represents an area of at least 16 square miles the total amount of territory organized into school districts was 1,800 square miles.

The total number of school districts in the Province on December 31st, 1906, was 602, and the number on that same date in 1920 was 3,553, or an average of more than 200 schools erected each year.

Four consolidated schools were organized in 1920 and the total number at present in existence is 67. These schools are at present passing through the experimental stage, for although the training given in them is superior to that given in the rural schools the cost of operation is greater and consequently the taxes in these districts are higher. In the progress made by the pupils, the regularity of attendance, and the scope of the work undertaken, consolidated schools are a great improvement on the ordinary rural school. These schools, however, are not so popular in rural districts where the population is dense, as the cost of transportation would be excessive and therefore in these districts the two-room rural school is favored.

In order to draw your attention to the growth in educational endeavour in Alberta during the fourteen years following provincial autonomy, I shall place before you the following statistics taken from the reports published by the Department of Education.

Number of pupils enrolled in the schools:

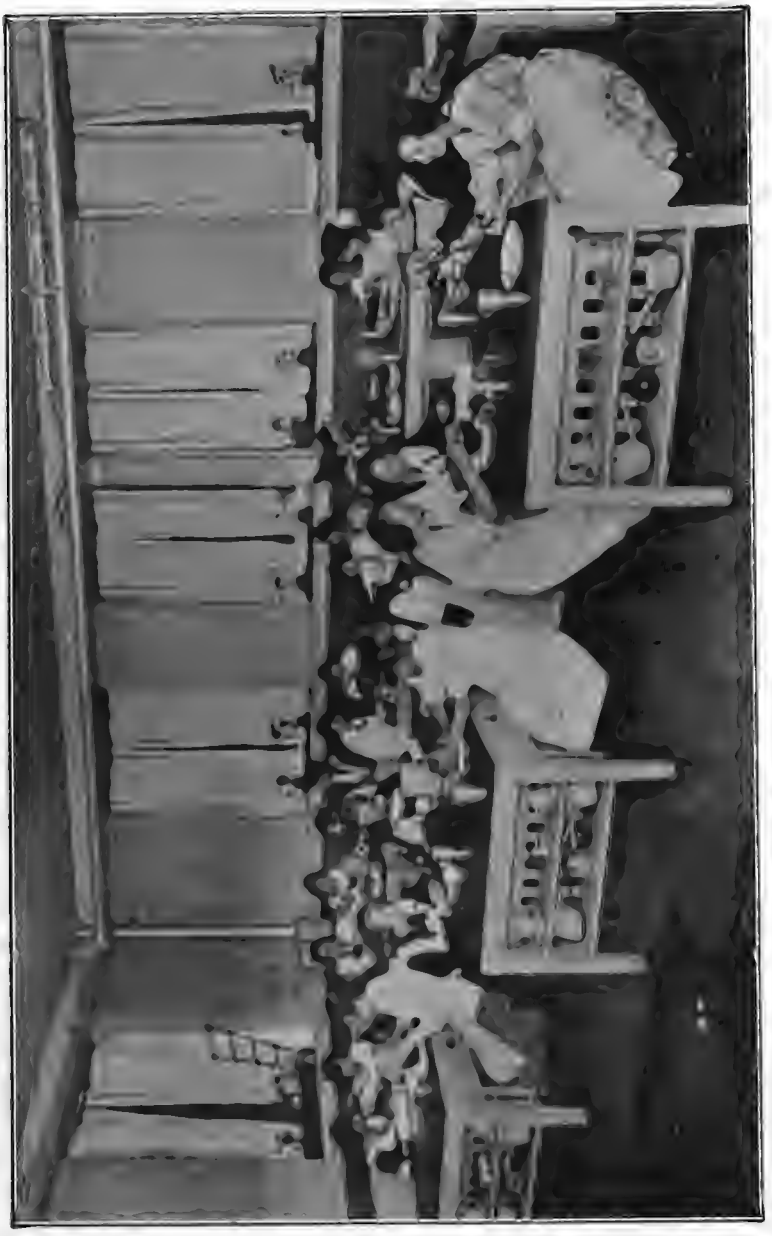
1905, 24,254.

1919, 121,567.

Number of teachers engaged:
1906, 924.
1919, 4,902.

Government grants paid school districts:
1906, $ 170,315.16.
1920, 1,018,068.06.

Total amount of teachers' salaries:
1906, $ 386,107.99.
1919, 3,560,319.58.



CLASS IN HOUSEHOLD SCIENCE

NORMAL SCHOOLS

In January, 1920, a Normal School was opened at Edmonton in the Highlands School, and a class of 110 students was enrolled. These students had at least Grade XI academic standing, and after the completion of their course of twelve weeks were granted Third Class Certificates in order that they would be available for rural schools in May. These certificates were temporary and it will be necessary for the students to attend another full session of the Normal School before they will be granted First or Second Class Certificates.

The policy was introduced because the lengthening of the Normal School term from four to eight months had the effect of reducing the number of teachers completing a Normal School course within any one year, and the results proved that the policy was in the best interests of the schools. Many of the students were mature and had left school for a time, and it is probable that they would not have entered the profession had not such a course as that provided by the Department been open to them.

At the last session of the Legislature provision was made for the organization of a Teachers' College at Edmonton. The Act reads as follows:

"The Minister may establish in the City of Edmonton a teacher-training institution to be under the control of the Minister and to be known as 'Alberta Teachers' College.'

"(2) Such institution may be located on the grounds of the University of Alberta and it shall be eligible for affiliation with the said University."

This institution will be devoted more particularly to the training of teachers for principalships in public schools, and for the work in high schools.

The gradual elimination of the male teacher from the schools is one of the problems that has to be faced by educationists. The 'teen-age boy should have the leadership and direction of a manly man during a few years of his school life, and this will not be possible unless more men enter and remain in the profession. Alberta is more fortunate than many of the other Provinces in this respect, but I find that while in 1906 30% of the teaching force of the Province was male, in 1919 only 22% was of that sex. This is a very unsatisfactory showing, as the male teacher stands for permanency in the profession, while in this Province the majority of female teachers are transients, but I hope that conditions will soon improve, so that more of our young men will be induced to engage in teaching as their life work.

In conclusion I wish to say that although there was a serious shortage of teachers during the year, the Department was able during May and June to place either qualified teachers or students holding the equivalent of Grade XI in all the rural schools of the Province that were prepared to appoint them.

I have the honor to be, Sir,

Your obedient servant,

J. T. Ross,
Deputy Minister.

REPORT OF INSPECTORS OF PRIVATE SCHOOLS

HON. GEO. P. SMITH, M.P.P.
Minister of Education,
Edmonton, Alberta.

Sir,—We have the honour to submit for your consideration the report of our inspection work in the Private Schools in the Province during the year 1920.

THE SCHOOLS

The Private Schools inspected are as follows: Alberta College North, Edmonton; Alberta College South, Edmonton; Camrose Lutheran College, Camrose; Canadian Junior College, Lacombe; Jesuit College, Edmonton; Llanarthney School for Girls, Edmonton; Notre Dame Convent School, Morinville; Ruthenian Convent, Mundare; Westminster Ladies' College, Edmonton; Youville Convent School, St. Albert; Mount Royal College, Calgary; St. Hilda's College, Calgary; Western Canada College, Calgary; The Montessori School, Calgary; The Mountain School, Banff; Lacombe Home, Midnapore; Raymond Academy, Raymond; St. Theresa's Academy, Medicine Hat.

The work of inspecting these schools for the year 1920 has been completed, and our reports have already been submitted to your Department.

THE SERVICE OF THESE SCHOOLS

Approximately eighteen hundred boys and girls, young men and young women, are receiving their education in these institutions. The pupils come under one or the other of the following groups:

(*a*) Pupils from country points where no opportunities for securing a High School education are provided.

(*b*) Boys and girls who had left school and who have since developed an appreciation of the value of an education.

(*c*) The children of parents who prefer that their boys and girls should receive their education in an institution with residential privileges.

(*d*) The over-aged, retarded, or non-English-speaking pupil.

In assisting this latter group, some of these schools are performing a very valuable service to the Province and to the individual.

COURSES OF STUDY AND TEXT BOOKS

To a greater or less degree there is a point of contact between the majority of these institutions and the Provincial system. In ten of the eighteen schools inspected, the requirements of the Department of Education with respect to courses of study, grading, and text books are being fully met; the curricula of sixteen coincide with the Department's curriculum from Grades VIII to XII; in one the Course of Study, from Grades I to VIII, harmonizes with that of the Department, but not beyond; one only has no point of contact with the Course of Study of the schools of the Province.

TEACHING STRENGTH

There were ninety-six teachers in these Private Schools on the dates of our inspections; thirty-two of these hold legal professional qualifications; forty-two are not legally qualified, but possess University degrees; nineteen are not legally qualified but have at least Grade XI standing; there are two whose standing we consider to be below that of Grade XI.

BUILDING ACCOMMODATION

The weakest feature in connection with a great many of these institutions is the matter of accommodation. A number have substantial brick buildings, while the remaining schools are using buildings which were either not originally intended for schools or have been entirely outgrown by the school in its development. Many of the class-rooms in too many of these schools appear to us to be too small viewed from the standpoint of cubic air space per pupil.

We feel that those who are responsible for these schools are making a conscientious effort to perform effective educational service.

We have the honour to remain,

Your obedient servants,

J. A. SMITH
G. A. MCKEE,
Inspectors of High and Private Schools.

REPORT OF SENIOR INSPECTOR OF HIGH SCHOOLS

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I beg to submit for your consideration a general report on Secondary Education for the year 1920.

During the first term of the year a great part of my time was spent on the examination of the work of Grades IX and X, in order to be able to recommend what high schools and private schools should be extended the privilege of promotion, without Departmental Examinations, from Grade VIII to IX, from IX to X, and from X to XI. In addition to this work I made seventy-five regular inspections during the first term. During the second term I made seventy-seven high school inspections, and thirty private school inspections. I held meetings of the school boards in the majority of the towns visited, where the local situation from the standpoint of secondary education was thoroughly discussed. All high school departments where at least one room was devoted exclusively to high school work were inspected once during the year and the great majority of these twice.

I am unable to report any marked improvement in the accommodation provided for secondary education in the town schools. There are only a few schools in the Province, and only one in that portion of the Province under my jurisdiction, where provision is made or is likely to be made during the next two or three years for any material expansion in secondary education. The Board in the Town of Didsbury very wisely planned about two years ago for better high school facilities and has now a modern four-room high school building. The improved school facilities in this town have given a very marked impetus to secondary education, the high school enrolment increasing this year at least fifty per cent. The mill rate in the majority of the towns appears to have reached the maximum, and any recommendation for the improvement of high school facilities which means increased taxation is not very favorably considered. Through our meetings I was thoroughly impressed with the fact that the trustees realize fully the value of secondary education and are most anxious to make this phase of education as efficient as possible.

The School Board of Edmonton is making use of accommodation in some of the outlying public school buildings for junior high school work. Accommodating Grade IX students in these schools relieves the congestion to some extent and makes it possible to postpone the erection of other high school buildings for two or three years. These schools are not functioning as the real type of junior high schools, yet the results attained amply justify the Edmonton Board in its organization. Although our high school curriculum is not as yet very well adapted to junior high school work, yet the Edmonton Board has been able to enrich the programme of the senior grades of the public school through the introduction of the study of Languages, etc. These schools provide a very gradual transition from the public school to the high school. The pupils in Grades VII and VIII are receiving departmentalized instruction, are doing their work in a

high school way, under high school conditions, with high school teachers, in company with those children who, under present conditions, enter and go through the high school.

PRINTING—PRE-VOCATIONAL SCHOOL, CALGARY

The Pre-Vocational School in Calgary is meeting the requirements of junior school work. In addition to the academic work this school is giving the pupil some manual dexterity and industrial insight, on the basis of which he may make a wiser choice of a vocation than he otherwise could; and it increases his immediate earnings on going to work and his prospects for the future.

I am conscious of certain deficiencies in our scheme of secondary education, and I also fully realize that it will be no easy task to force on the small communities courses of study which will mean any appreciable expansion in the organization of the high schools. I quite realize that the high school instruction offered is not as broad in scope, as continuous and intensive in the several fields of study, as flexible in administration, and as readily available for all who can profit by it, as it should be to meet the individual and social needs of our varied population. We find in our high schools the following groups of students: (1) those preparing for the University, (2) those who wish to enter the Normal Schools for teacher training, (3) those preparing for higher technical schools, or for positions of some responsibility in industrial establishments, (4) those seeking preparation for subordinate positions, clerkships of various kinds, (5) those who aim at directive positions in commercial or financial houses, and (6) those who from the beginning feel that they are unable or do not expect to remain in school long enough to graduate, but seek such preparation as they can get while they remain for the subordinate positions they must take when the time comes for them to leave school. For these groups our courses of study should be so broad in scope, so thorough in instruction, and so accessible that any student may find in one or the other of them, without undue expenditure of time and energy, the preparation he requires for as successful a future career, educational or otherwise, as his ability, industry, and resources permit.

The regular academic subjects of the high school programme of studies are being handled fairly efficiently in the majority of schools. I was pleased to find that, during the second term of the year, the teachers were giving more time and effort to oral and written Composition. The results of the last Departmental Examinations have been instrumental in giving this subject a more prominent place on the daily time-table and the subject is more frequently and more closely correlated with the other subjects of study. The History course in the junior grades is not proving very suitable. Practically the same course has been covered through Grades VI, VII and VIII and it takes the most resourceful teacher to vitalize the subject sufficiently to appeal to the student, and to hold his interest. In too many of our high schools there is very little change in the subject matter presented, and very little difference in the method of presentation. I am able to report considerable improvement in the handling of the Science subjects. Better provision has been made the past year in the majority of the town schools for the experimental work in the Science subjects. Each school is gradually meeting the Department's requirements in this respect. The work in Art is slowly improving. In the town schools the teachers of Art have practically nothing in the way of illustrative material for Art instruction. These teachers seldom, if ever, make, in the presence of the students, finished drawings to inspire good work. Books on drawing, color, design, the history of Art, charts, or examples of fine work are not provided. In the larger high schools where the instruction is given by specially qualified teachers, the work of the student is of a much higher standard. The Course in Music recently organized by your Department for Grades IX, X and XI is being taught in Raymond and Claresholm. I am quite hopeful that provision will be made in all the cities and in a few more of the towns for instruction in Music during the next school year.

Commercial education has made a substantial development and improvement since its adoption into the high schools. Better accommodations have been provided, more adequate equipment and apparatus furnished, teachers, better trained and better paid have been employed. In this advance, however, commercial education has progressed only with the general improvement of the school system, but I fear has not kept pace with the development and growth of business. Our Commercial course, as at present organized, confines itself entirely to clerical training and consequently attracts very few of the boy students. We are therefore justly criticised for seeing the field of commercial education too narrowly, and for failing to recognize the newer demands which a rapidly expanding business world is forced to make. A broader and more cultural business course should be organized to cover three or four years of work, a course which will appeal to a boy student, a course which will give him the necessary educational background to meet successfully the many complexities of modern commerce.

Not sufficient attention is given to Physical Education in the town high schools and in some of the city high schools. In the Edmonton Schools, the Assembly Halls are equipped with gymnasium apparatus, and a thorough course in Physical Training under expert direction is made compulsory for all students. In the other cities and in a few towns much interest and enthusiasm is shown by both teachers and students in sports, games and athletic contests. These form possibly the most important phase of Physical Training, but the Physical training through these athletic activities may not reach the student who requires special attention with respect to physical development. I would recommend that a more systematic course in Physical Education be organized and made compulsory for all students. This course should be dovetailed into the other dominant work of the school and be accepted as quite on a par with intellectual exercises.

I was pleased to find during the past year more interest taken in the social development of the student. The principals and staffs were given encouragement and helpful direction to many student activities. The majority of principals realize that those who have the responsibility of organizing and managing a modern high school are compelled to accept the administration of the social activities among students as a legitimate and regular function of the office, and one full of possibilities for education and character making.

The Department's policy of extending to certain schools the privilege of promotion from Grade IX to Grade X, and from Grade X to Grade XI without Departmental Examinations has worked out very successfully in the larger high schools where there is some permanency in the teaching staffs, but it seems to be the consensus of opinion among the majority of high school teachers and trustees that a searching Departmental test for all students, at the end of the school year, insures a more serious type of work and closer application to work during the year. I must admit that my opinion is in accord with the above. It would be very unwise to extend the privilege of promotion without examinations to those high schools where the whole personnel of the staff changes yearly.

I have the honor to be, Sir,

Your obedient servant,

J. A. SMITH,
Inspector of High Schools.

REPORT OF JUNIOR INSPECTOR OF HIGH SCHOOLS

HON. GEO. P. SMITH, M.P.P.
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honor to submit for your consideration the first report of my inspection work in the Secondary Schools of the northern part of the Province during the latter half of the year 1920. All the schools assigned to me have been inspected and my reports on their work have already been submitted to your Department.

From my observations I have come to the conclusion that the High School situation needs thoughtful consideration. In Calgary, in addition to St. Mary's Separate High School, there are three High Schools doing academic work and their accommodation is taxed to the limit. The Commercial High School is located in a down town block and there arises the question as to the wisdom of divorcing commercial education from the High School System. In Edmonton School District No. 7, the problem confronting the trustees has become quite complicated. Three Senior High Schools exist, two of them in close proximity. In addition there has grown up a system of so-called Junior High Schools. The Grade VII and VIII pupils in the schools in which these Junior High Schools are organized are receiving departmental instruction and have the opportunity of beginning the study of a foreign language; the remaining Grade VII and VIII pupils are receiving their instruction in the usual way. Commercial education is an integral part of the High School System, but on the north side of the river it is associated with a Senior High School, while on the south side it is a part of a Junior High School. In both Calgary and Edmonton there is urgent need of a careful survey of the whole situation and of some definite policy of development.

In the smaller centres the High School is in its pioneer stage and the efforts of the trustees and teachers who are bearing the brunt of the task are deserving of commendation. These schools show various forms of development:

(*a*) There is the one-room school containing Grades IX, X, and XI and with one teacher.

(*b*) There is the two-room school containing either Grades VIII, IX, X, and XI, or Grades IX, X, and XI, and with two teachers.

(*c*) There is the three or four-room High School, still an integral part of the Public School System with the High School Principal in charge of all the grades.

(*d*) There is the three or four-room High School in the same building as the Public School grades but distinct in its administration.

(*e*) There is the four or five-room High School with separate building and organization.

As I have faced the situation, the question has arisen in my mind as to whether or not the time was ripe for the exercise of some directive policy in relation to the development of these schools. Should we allow these communities to work out their own salvation;

should we require a specific number of teachers for the work when attempted beyond Grade X; should we adapt the principle of consolidation to Secondary Education in rural communities; or should we encourage the trustees to group Grades VII to XII in the one building and divide the organization into two divisions of six years each?

Face to face with the facts of the situation, one cannot help but speak with encouragement of the efforts of the citizens in most of these small centres to provide the best available accommodation for their High School classes. The city ratepayer is not the only one who feels the burden of the increased cost of education. Most of the High School classrooms in the schools which I visited were very good; a number were unsuitable, a fact due to the undesirable character of the building as a whole. In some centres the congestion is such as to render imperative the early construction of a separate building for High School purposes. A brave attempt is being made in many places to provide a Science Laboratory room and Science apparatus but there is still vast room for improvement in this direction. Facilities for student activities within the building are with few exceptions practically nil. The playground accommodation in connection with most of the schools is quite spacious, but only a few communities have shown any marked zeal in the matter of furnishing playground equipment.

The task of the teacher in the small High School is a laborious one. In most cases he is responsible for the administration of the entire school, the instruction of Grades IX, X, and XI, and the direction of the extra-curricular activities of the students. His time schedule must show an equitable division of instruction to the various grades, otherwise the child of each ratepayer is not liable to receive its fair share of the service of the school. Each subject in each grade must receive its just proportion of time and proper supervision of study must be exercised over the students while not being taught. For the most part the teaching effort in Grades IX and X is quite satisfactory, but greater difficulty is experienced in meeting the requirements of Grade XI. I feel that the time has arrived when our Normal Schools should give increased attention to training in both the theory and practice of High School instruction and that every young man at least, who is entering the teaching profession, should be given considerable training in High School methods. These young men are looking forward to being principals in the small centre schools. And just here I wish to bear testimony to the effectiveness of our Summer School instruction on methods in special subjects. I find that in most places in the smaller centres where the Art work is being done effectively, the teacher has had the ambition to take a Summer School course in this subject.

This is the first year in which pupils have been promoted from Grade VIII to the High School on the recommendation of the teacher and it is too early as yet to arrive at any conclusion as to its success. Personally I believe in this method of promotion, but the greatest factor in its success is the conscientiousness of the teacher. During the course of my inspection, differences of opinion have been expressed. In the smaller centres, I cannot see how there should be any particular difficulty, as the principal of the school cannot be the victim of anyone other than himself inasmuch as he is personally responsible for the grading.

Two other matters impressed themselves upon me during my visits:

(*a*) The more serious attitude of the pupils towards their school work as a result of their experiences with the Departmental Examinations in 1920.

(*b*) The comparative scarcity of boys in the High School classes.

HIGH SCHOOL CLASS—HOUSEHOLD ART

In different reports, I have impressed upon school trustees and teachers the need of encouraging the boys of the community to

avail themselves of part of the High School training at least. It may be that this condition is a symptom of the pressing need of a change in our curriculum.

I am aware that it is the intention of your Department to revise the Course of Study for High Schools and I feel that this revision should be undertaken without undue delay. The task is an onerous and difficult one and requires a knowledge of the very latest thought on the proper content of a High School Course of Study, the thoughtful contribution of the educationalists of our own Province, and a practical temper which appreciates the possibilities and limitations of our own particular situation. Whatever revision is made, it appears to me that it should result in a course of study which would be a natural sequence to the elementary grades and at the same time provide for the educational needs of the child at the adolescent stage. Arrangements might be made to reduce the number of subjects which the student should take in a given year. This would not only lessen the burden on the student but would enable the teacher to divide his school day into larger units of time and do some real teaching. The Commercial Course, as at present constituted, appeals mostly to girls. There may be a way of broadening this Course so that the boys would become interested in it.

As yet Manual Arts and Household Science are not offered at any point in Northern Alberta outside of Edmonton City. There are three possible ways in which a beginning might be made in this work if money, accommodation, and equipment were available:

(*a*) By a number of the smaller centres combining and employing special teachers for these subjects.

(*b*) By members of the local staff who have qualified themselves by taking courses in these subjects at the Summer School.

(*c*) By the employment of some expert local mechanic and seamstress.

The addition of instruction in these subjects would not only have an important educative value but would also vitalize and vary the routine of school work.

A differentiation in the content of the Course in Agriculture for urban and rural schools might be made. At present the work in this subject in the city schools is quite theoretical, while in the rural schools, through lack of time, this phase of the work is not emphasized and given the helpful practical turn of which it is capable. To do this subject justice, instruction should be given by persons with special qualifications.

The physical welfare of the student is being given consideration. In the newer buildings the ventilation is more satisfactory, but in the older buildings there is much still to be achieved in this respect. An attempt is made to make all sanitary arrangements comply with up-to-date ideas. Physical Culture for the girls and Cadet Drill for the boys are undertaken at some centres. In a number of places also the playground activities are supervised and organized games participated in. District nurses operate from some schools and a species of medical inspection is thus introduced.

I have the honor to remain,

Your obedient servant,

G. A. MCKEE,
Inspector of High Schools.

REPORT OF SUPERVISOR OF SCHOOLS AMONG NEW CANADIANS

Hon. Geo. P. Smith, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration the second annual report of work done amongst those of our citizens whose native tongue is other than English.

NEW CANADIANS

The work committed to my charge has five quite distinct aspects or phases, each of which will be treated in turn. These five phases may be described as follows: (1) Arranging for school facilities in territory previously unorganized; (2) providing relief where schools have become overcrowded; (3) acting as official trustee; (4) assisting school boards in providing suitable living accommodation for the teachers; (5) carrying on an active propaganda for the establishment of night schools.

It frequently happens that several settlers move into a new district within a few months of each other and school facilities may be required within a few weeks where previously no such need had existed. In cases where these people are of non-English origin and are not familiar with the procedure of organization, the Supervisor personally takes charge of the affairs of the district until a Board can be selected sufficiently familiar with routine to be able to carry on successfully.

Overcrowding—Two-room Schools

A survey conducted by the Inspectors in the latter part of 1919 revealed the existence of approximately one hundred districts where

serious overcrowding existed. This situation was met in one of three ways. Sometimes two districts were divided in such a way as to provide for a third. In other cases it was found possible to transfer sufficient territory to other districts to relieve the congestion. The most satisfactory plan, however, has been to replace the one-teacher school with a modern two-room building. During this year twenty-six such buildings have been erected. In most cases the existing buildings have been utilized and one additional room added. Sometimes another building of the one-room type was built on the same grounds.

TWO-ROOM SCHOOL—WILLOW CREEK, S.D. No. 529.

Preliminary work in a number of other districts has been begun. These will have everything in readiness for building in the spring. When these have been completed the most urgent cases will have received attention. In English speaking districts where the number of pupils is not so great but where all the work from Grade I to Grade VIII is undertaken it would be advisable to encourage the maintenance of two-room schools. In such schools it would be possible to offer the work of Grades IX and X, and arrange for a stronger course in Agriculture.

WORK AS OFFICIAL TRUSTEE

In 1920 the management of some eighteen districts was placed in my hands as official trustee. The work to be done included organizing new districts, adjusting boundaries, extricating districts from financial tangles and the erection of new buildings. In every case the management remained in my hands for a few months only. As soon as the specific purpose for which the official trustee had been appointed was realized, a local Board was elected and all the district's affairs turned over to it.

TEACHERS' RESIDENCES

In most of the non-English districts the teachers' residence is a necessity. Years ago these districts were permitted to build shacks for the purpose of housing the teachers. These have proved entirely inadequate for occupation during the winter months. Under the

generous plan of the Department twenty-nine neat comfortable residences were built and furnished during the present year. Each cottage is situated on a plot of five acres. Correspondence now being received would indicate that very great interest has been aroused in this residence policy and there is reason to believe that with a

DAY CLASS—WAYNE, S.D. No. 3467

further decrease in the price of building supplies a greatly increased number of teachers' houses will be built. In practically every case

the residences were occupied by teachers immediately on completion. The provision of these standard residences will have the effect of retaining the services of some valuable teachers and make changes less frequent.

NIGHT CLASS—WAYNE. S.D. 3467

NIGHT SCHOOLS

It was possible to devote more time during the year just closed to the promotion of evening class work for adults in rural districts.

As a consequence there are now two and one-half times the number of such schools in operation as were in operation last year. Several causes have prevented the number from being as large as the situation would make desirable. Many schools in non-English districts are taught during the summer months by university students. When these students return to their work at the university the Boards are unable to secure other teachers to fill their places. As a consequence night schools cannot be organized. In other districts teachers were planning to change at Christmas and so were unwilling to undertake the work or organization necessary to get an evening class under way. Many schools also take the long vacation during the cold winter months. This practice also militates against the night schools. In spite of these somewhat discouraging conditions a more persistent effort next year should result in a very considerable widening of the scope of this very desirable type of educational effort.

COSTS

The cost of building throughout 1920 has been abnormally high. A school building which will accommodate forty pupils has cost about $3,200. Equipment for such a school has been at least $1,200 additional. Thus the total cost of the plant has been not less than $4,500. In cases where a standard teacher's residence was also required the school started under the handicap of a debt of from $5,000 to $6,000. Near the close of the year there was a marked decline in the price of lumber, which it is hoped will make building conditions easier next summer.

The cost of equipment remains very high. This matter might well be made a subject of inquiry by the inter-provincial committee. Undoubtedly united action on the part of the four western provinces would act as a corrective and incidentally save the ratepayers much money.

SUMMARY

The work described above has resulted in the placing of at least forty additional teachers; has meant better living conditions for more than that many teachers; has brought the beginnings of high school education to the doors of numbers of children, who, otherwise, could never have secured it; has retained teachers in service, who would otherwise have been lost to the profession; and set on foot a movement for supplying a considerable number of young men and women for our training schools, later to return to rural schools to serve the Province as teachers.

Your obedient servant,

JOS. MORGAN,
Supervisor of Schools Among New Canadians.

REPORT OF SUPERVISOR OF CONSOLIDATED SCHOOLS

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration a report on the Consolidated School Districts of the Province of Alberta for the year 1920.

Conditions during the year were very unfavorable for the organization of new consolidations and for the successful operation of those previously organized. Crop conditions in 1919 were exceedingly unsatisfactory in the open prairie areas of the Province and as a result many Consolidated School Districts found it difficult to meet their obligations. This together with the high cost of materials and labor made it advisable to follow a more conservative policy in school organization and hence few consolidations were attempted except in those parts where it was necessary to organize new territory or to alter the boundaries of existing districts to meet new conditions.

IRRIGATED AREAS

The C.P.R. and the Canada Land and Irrigation Company are opening up large areas for settlement at the present time and it is probable that new irrigation districts will continue to be formed in the southern part of the Province until the available water supply increased by storage has been fully utilized. To develop the latent possibilities of these areas, which are capable of supporting a comparatively dense population, intensive scientific farming must be followed and this will necessitate the provision of superior educational advantages. The settlers on the irrigated lands are generally of an alert and progressive type, and consequently the only kind of district organization that will eventually prove satisfactory to them will be that which will permit of a graded school with high school facilities. The density of the population, the ability of the ratepayers to support a good school and the general suitability of the irrigated areas for the operation of conveyances are conditions which make the organization of a consolidated district particularly effective and hence considerable time was devoted to placing the advantages of this type of district before the ratepayers. The efficient organization of the irrigated areas into districts offering superior school facilities constitutes one of the most important education problems in Southern Alberta, and one of vital interest to the Consolidation branch of the Department of Education.

SPECIAL ACTIVITIES

Attention has been given during the past year to developing and extending the scope of the work undertaken by the consolidated schools and relating their activities to rural life and rural organizations. Many of the schools have been made School Fair centres with the result that the activities of the home and school have been more closely correlated and the interest of the pupils in the work of the farm and garden has been stimulated. School fairs should be

encouraged, but they should be more closely related to the teaching of agriculture and nature study in the schools and be made an integral part of the course.

PUPILS AT PARASKEVIA

The course in agriculture could be vitalized also by the organization of boys' and girls' clubs, but only slight attention has been given to this work, which has proven very effective in the consolidated schools in other provinces and states.

The Boards of Consolidated Districts have been urged to devote a section of the school library to farm bulletins published by the

Provincial and Dominion Departments of Agriculture, and to books relating to soil cultivation and animal husbandry. This would prove serviceable to farm organizations using the school as a community centre and would also provide supplementary reading for the older students and night classes. Night classes and classes for older students who could attend only during the winter months have been encouraged, as it was realized that much could be done by these means to provide a good elementary training for those who had not enjoyed the advantages of good school facilities during the earlier part of their school life.

Provision has been made in many of the Consolidated Schools for the serving of a hot lunch at noon. This has met with the general approval of school boards and ratepayers, and is contributing to the health and comfort of the students.

Schools of Agriculture have been established throughout the Province with a view to giving instruction in agriculture and home economics. Preparation for admission to these schools should receive special attention in Consolidated Schools and students who have taken the elementary and secondary courses offered by the latter should be encouraged to complete their training in the Schools of Agriculture. The closer co-operation of these schools would tend to develop a rural-minded attitude in the Consolidated Schools and would lead to a larger number making more adequate preparation for progressive scientific farming.

The progress of the Province will depend mainly on the development of a successful contented rural life. With this in view the Department of Education has offered liberal grants for equipping consolidated schools as community centres and this policy has led to their very general use for literary and social purposes.

As many of our settlers have come from older Provinces and States where they have enjoyed superior school facilities, the organization and maintenance of efficient schools are absolutely necessary if they are to remain contentedly on the farm. There is a very general demand for a more advanced training than can be provided in an ungraded school and this has given an impetus to school consolidation in rural and village districts where the advantages of a secondary education would otherwise be impossible. Care must be exercised, however, in recommending this type of organization, as a consolidated school cannot operate successfully unless there are comparatively good roads and the area consolidated sufficiently compact as to not necessitate exceptional hardships in the conveyance of pupils. The district must also have passed the pioneer stage in its development sufficiently to enable the ratepayers to meet the increased expenditure due to providing a better school building, a more highly qualified staff of teachers and the conveyance of pupils.

If these conditions are observed and careful consideration is given to the details of organization, consolidation will continue to prove an important agency for bettering the educational facilities of rural and village districts.

I have the honor to be, Sir,
Your obedient servant,

J. E. HODGSON,
Supervisor of Consolidated Schools.

REPORT OF SUPERVISOR OF SCHOOLS

Hon. Geo. P. Smith, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration the second report of that division of departmental work which has been assigned the Supervisor of Schools. Broadly this includes teacher training, summer schools, teachers' conventions, courses of study, text books, and the preparation of departmental bulletins. The Registrar's branch also forms a part of this division; his report is submitted herewith.

Summer School for Teachers

The eighth annual session of the Summer School for Teachers was held at the University of Alberta during July and the first week in August. Of the 461 who made application for admission, 298 women and 78 men were in actual attendance, making a total of 376 teachers who took this opportunity to better equip themselves for work in the schools of the Province. Of this number 35 enrolled in the course for advance of standing from Second to First Class Certificates.

PAGEANT—SUMMER SCHOOL FOR TEACHERS

The Students' Union was organized to have charge of the social and athletic activities of the school, and arrangements were made with the University authorities for the use of the tennis courts. Baseball, basketball, quoits, bowling and tennis were the main physical activities and all of these had the enthusiastic support of staff and students. The social events held during the session were

a garden party on the university campus, students' reception and evening of fun in Convocation Hall, and an excursion to Alberta Beach.

During the last week the classes in folk-dancing and dramatization and pageantry presented "The Pageant of Seasons." This was a unique undertaking in the annals of the Summer School and the results were most gratifying. The class procession on this occasion was an indication of the large field covered by the Summer School programme of studies.

All of the classes contributed in one way or another to the exhibitions which were held. The exhibits of work done by the classes in art, manual art, science and household economics showed in a concrete way the work actually accomplished by the students during the short term of the Summer School. The classes in chorus practice, folk-dancing, music and games, physical training, organized play, and free standing and apparatus work, gave a very creditable exhibit as a result of the training which they had received, and on the same evening they provided an entertainment at the S.C.R. Hospital. The closing event of the session was the annual banquet given by the University of Alberta to the staff and students of the Summer School.

The following courses were offered for the first time during this session: Art Appreciation, High School Art Methods, Organized Play II, Free Standing and Apparatus Work, General Methods in Music II, Ear-training and Sight-singing II, Dramatization and Pageantry, English for Intermediate Grades, Education in non-English Communities II, Nature Study for Rural Schools, and the second half of the first year university work in Latin, Science and Mathematics, making a total of 76 different courses and 89 classes at the 1920 session. The following is a list of the courses given with the number of students who received credit in each.

Agriculture I	9
Agriculture II	5
H. S. Agriculture I	8
H. S. Agriculture II	6
H. S. Botany	4
H. S. Zoology	4
H. S. Physics	8
H. S. Chemistry	10
Nature Study I	9
Nature Study II	8
Household Art I	10
Household Science I	9
Theory of Foods I	9
Household Management I	4
Home Planning and Decoration	2
Art Methods I	80
Art Methods II	10
H. S. Art Methods	19
Art Appreciation	25
Design I	15
Design II	3
Drawing and Painting I	31
Drawing and Painting II	9
Elementary Manual Arts I	59
Elementary Manual Arts II	5
Methods in Woodwork	3
Woodwork I	2
Woodwork II	2

Music and Games	68
Primary English I	67
Primary English II	16
Child Psychology I	44
Child Psychology II	13
Curriculum and Organization	15
Primary Music	23
Primary Nature Study	17
Organized Play I	28
Organized Play II	15
Hygiene and Health I	13
First Aid	13
Home Nursing	14
Folk-dancing I	49
Folk-dancing II	10
Physical Training	16
Free Standing and Apparatus	5
General Music Theory	15
Chorus Practice	24
Methods in Music I	17
Methods in Music II	11
Ear-training and Sight-singing I	11
Ear-training and Sight-singing II	9
Pageantry and Dramatization	11

PAGEANT—"THE SEASONS"—SUMMER SCHOOL FOR TEACHERS

English for non-English	5
Education of non-English I	5
Education of non-English II	10
Nature Study for Rural Schools	6
Normal Course	8
First Class:	
Educational Administration	35
Educational Psychology	34
Educational Problems	36
English for Intermediate Grades	7

Penmanship	3
French Methods I	4
French Methods II	6
French (matriculation)	12
Latin (matriculation)	8
University Subjects:	
Latin I	3
Latin II	2
French I	3
Mathematics I	8
Mathematics II	5
Physics I	5
Physics II	4

TEACHERS' CONVENTIONS

The annual meeting of the Alberta Educational Association was held during Easter week in Calgary. President Falconer of Toronto University was present and delivered several addresses of an inspirational character and high quality. About thirteen hundred teachers attended this meeting.

A departure was made in connection with the local conventions usually held in the autumn. For some time it has been felt that these conventions have not provided nearly the assistance of which they were capable. To meet the needs of teachers who could not readily reach the regular convention of the district there was organized a series of one-day institutes. The attendance would run from twenty-five to forty, while the programme would be furnished by the local inspector and either a visiting inspector or a Normal School instructor. The topics of discussion were selected with special reference to the needs of the district and included the special difficulties of each teacher.

GARDEN PARTY, ALBERTA TEACHERS

Conventions of the usual type were held at Edmonton, Vegreville, Camrose, Coronation, Castor, Stettler, Lacombe, Olds, Hanna, Medicine Hat and Lethbridge. In Calgary the convention took the form of grade meetings. Here the local inspectors were assisted by the staff of the Calgary Normal School and the city superintendent and his staff. These meetings were organized for the intensive study of one or two subjects and proved very valuable from the standpoint of attendance, interest and thoroughness.

TEACHER SUPPLY

Early in the year an emergency course was organized in Edmonton for the training of teachers. This course was of twelve weeks' duration, the successful students being granted temporary certificates valid till January 1st, 1922. There were 110 students enrolled in these classes, four of whom retired from the course without completing it.

In the observation and practice teaching, of the 106 students who completed the course, 24 were granted First Class Temporary Certificates and 77 Second Class Temporary Certificates. The work of five students was unsatisfactory.

In the theory phase of the work the students were graded according to term tests, attendance and assignments. Twenty-two students enrolled in the First Class and 78 students enrolled in the Second Class, completed this work successfully and were recommended by the staff to receive credit for the work. This number with those trained at Calgary and Camrose made a total of four hundred and nine teachers prepared within the Province during 1920.

This emergency course developed during the year into a complete Normal course, making three teacher training institutions for the province. The results of the departmental examinations were very disappointing and for a time it appeared as if the number of students offering for training as teachers would be very small. However, by the opening of the session four hundred and nineteen were enrolled in the three schools. Graduates of universities are still given the privilege of a four months' training course. Arrangements were made for the assembling of all the graduates in one group at the Edmonton School for a course to open January 3rd, 1921. Eighteen students had registered by the end of the year. Signs are not wanting that greatly increased numbers of students will during 1921 take up the work of teaching, and there is reason to believe that all the schools will be filled to capacity at the opening of the next academic year.

REPAYMENT OF LOANS

The policy of loaning money to students to enable them to complete teacher-training courses has been continued. The sum of $28,000 was used for this purpose during the academic year 1919-20. Under the terms of the agreement the first instalment of the repayment came due early in November. It is very gratifying to record that by the end of the month not two per cent. of the notes remained unpaid. This policy may now be said to be firmly established and to have fully justified the confidence of the government that it would greatly increase the supply of qualified teachers.

REVISION OF THE COURSE OF STUDY

Plans were made early in the year for the rewriting of the course of study for the grades of the elementary schools. A questionnaire was prepared as a basis for discussion. This was sent to representative organizations such as organized farmers, farm women, women's institutes, teachers' associations, trustee boards, clubs, and boards of trade, with a request that some time be spent in study of the present curriculum and the Department of Education given the benefit of these deliberations. Many replies and valuable suggestions have been received. Committees have been organized and the

actual work of redrafting the course will be undertaken immediately after the opening of the new year. The course in its revised form will be ready for use in the schools by midsummer, 1922.

THE GRAMOPHONE IN THE RURAL SCHOOL

REPORTS ON TEXT BOOKS

Three sets of readers were submitted by as many publishing houses. A committee composed of grade teachers, supervisors, inspectors and Normal School instructors, was directed to examine all the sets carefully and make a report on the suitability of the readers and a

definite recommendation as to the one best suited to the needs of the Province. This committee made a careful examination of the readers before them and submitted a very valuable report. Action will be taken at the next meeting of the inter-provincial committee.

A new series of Arithmetics for the Elementary School prepared by Messrs. Smith & Roberts was submitted for examination. The committee reported favorably on the series and an Alberta edition will be issued in time for the opening of the schools next September.

PUBLICATIONS

New courses in Music, Household Economics, Art and Manual Arts, for the secondary schools, were prepared during the year and issued for the opening of the schools in September. By a change in the high school regulations students now may select three of the following subjects: Music, Algebra, Geometry, Agriculture, Household Economics, Manual Arts. As a consequence a great impetus has been given to the study of such subjects as Household Economics and Manual Arts. A matriculation course for students from technical schools has also been drafted and approved by the Senate of the University and the Examinations Board.

To facilitate the organization and instruction in night schools the Department prepared a short pamphlet entitled "Evening Classes for Adults." This is reported by the organizers of evening classes as very practical in its suggestions as to organization and methods of instruction.

THE EDMONTON NORMAL SCHOOL

With the increased registration for Normal training consequent upon the loan policy of the Government it became apparent that additional accommodation would be required. Negotiations with the Board of School Trustees of the City of Edmonton resulted in quarters being secured in the Highlands school sufficient to house Normal classes for the academic year 1920-21. Before the opening of the 1921-22 session it is expected that plans will have been formulated and arrangements completed for a permanent location for this institution in the city.

UNIVERSITY GRADUATES, EDMONTON NORMAL, 1921

The Province was divided into districts in order that the attendance at the schools might be kept in some sense uniform. The territory reserved for the Edmonton School includes the city proper and all the territory lying north and west of the North Saskatchewan River. One hundred and sixteen students enrolled for the first regular session of this school. The following statistical tables furnish information concerning the personnel of the student body:

ATTENDANCE TABLE, 1920

	First Class			Second Class			Totals		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Fall Term 1920	4	35	39	16	61	77	20	96	116

ACADEMIC STANDING FOR ADMISSION

	Grade XII or Equiv.	Grade XI or Equiv.	Grade X or Equiv.	Totals
Alberta	39	66	--	105
Saskatchewan	--	--	--	--
Ontario	--	2	--	2
Nova Scotia	--	1	--	1
Yukon Territory	--	1	--	1
United States	--	7	--	7
Totals	39	77	0	116

In September a Junior High School was established in the Highlands and as a consequence the Normal School has had the advantage of full practice facilities from the kindergarten to Grade X. Mr. Kelly, the principal, and his staff have shown throughout a fine spirit of co-operation which has done much to make the initial work of this school a success.

Your obedient servant,

G. FRED. MCNALLY,
Supervisor of Schools.

REPORT OF REGISTRAR

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alta.

Sir,—I have the honour to submit for your consideration the following report of the Registrar's Branch of the Department of Education for the year 1920.

THIS SCHOOL BOARD TAKES A LIVELY INTEREST IN THE SCHOOL

EXAMINATIONS

Of late years there has been a strong desire among many interested in Education to abolish the examination system and have promotions based upon the students' work during the year. In order to test out such a change the Department introduced regulations which affected pupils in Grades VIII, IX and X. As any departure from old and established procedure must be introduced along conservative lines it was thought best to limit the privilege of promotion without examination to certain schools. The following sections taken from the Regulations of the Department of Education relating to annual examinations will indicate the schools to which the privilege was granted:

"In all schools having a staff of teachers numbering at least six, and giving instructions in Grades up to and including Grade XI, where the work in Grade VIII has been reported as satisfactory by an Inspector of Schools, the pupils who have been in regular attendance may be promoted from Grade VIII to Grade IX without examination, upon recommendation to the Department of Education of the Superintendent of Schools, or, where no Superintendent is employed, the Principal in charge of any such school."

"In all schools where the work in Grade IX has been reported as satisfactory by an Inspector of Schools the pupils who have been in regular attendance in Grade IX throughout the year, may be promoted from Grade IX to Grade X without examination, upon the recommendation to the Department of Education of the Superintendent of Schools, or where no Superintendent is employed, the Principal in charge of the school."

"In all schools having at least three teachers giving their entire teaching time to instruction in the Grades from IX-XI or XII inclusive, where the work in Grade X is reported as satisfactory by an Inspector of High Schools, the pupils who have been in regular attendance may be promoted from Grade X to Grade XI without examination, upon the recommendation to the Department of Education of the Superintendent of Schools, or, where no Superintendent is employed, the Principal in charge of the school."

Sufficient time has not elapsed to make a definite statement as to the result of promotion without Departmental Examinations.

The attached table indicates the number of diplomas issued to successful candidates at the different examinations, also to those students who were promoted upon recommendation.

DIPLOMAS ISSUED

Grade VIII	2412
Grade IX	1252
Grade X	808
Grade XI	559
Grade XII	202
Senior Commercial	23
Commercial (Shorthand)	45
Commercial (Book-keeping)	12

ACADEMIC EXAMINATION, 1920

Grades	No. of Candidates	No. of Successful Candidates	No. granted Conditioned Standing
*Grade VIII	3272	1115	----
*Grade IX	947	100	4
*Grade X	883	175	66
Grade XI	932	478	----
Grade XII	279	105	67
Commercial (First year)	129	96	----
Commercial (Second year)	52	24	----
Commercial (Shorthand	63	37	----
Commercial (Book-keeping)	11	9	----
†Others	368	----	----

Number of Grade VIII students granted promotion upon recommendation of principals	1297
Number of Grade IX students granted promotion upon recommendation of principals	1122
Number of Grade X students granted promotion upon recommendation of principals	561
Number of candidates for May University Matriculation Examination	115
Number of candidates for September University Matriculation Examination	286

*Only those students not entitled to promotion upon the recommendation of the principal were required to write.

†This number includes candidates for Grade XII, Parts I and II, Matriculants and Special Cases.

PROVINCIAL CERTIFICATES GRANTED

The following table indicates the number of teachers who entered the profession in the Province during the year and the place where their training was received.

	Alberta	Other Provinces	British Isles	Total	Grand Total
(a) Interim Certificates:					
1st Class to Alberta Teachers	105	---	---	105	
1st Class to Teachers from Saskatchewan	---	6	---	---	
1st Class to Teachers from Ontario	---	14	---	---	
1st Class to Teachers from Manitoba	---	3	---	---	
1st Class to Teachers from Nova Scotia	---	11	---	---	
1st Class to Teachers from New Brunswick	---	9	---	---	
1st Class to Teachers from Quebec	---	1	---	---	
1st Class to Teachers from British Columbia	---	1	---	45	
1st Class to Teachers from England	---	---	1	---	
1st Class to Teachers from Scotland	---	---	5	6	
					156
2nd Class to Alberta Teachers	268	---	---	268	
2nd Class to Teachers from Saskatchewan	---	23	---	---	
2nd Class to Teachers from Ontario	---	55	---	---	
2nd Class to Teachers from Manitoba	---	5	---	---	
2nd Class to Teachers from Nova Scotia	---	38	---	---	
2nd Class to Teachers from New Brunswick	---	4	---	---	
2nd Class to Teachers from Quebec	---	2	---	---	
2nd Class to Teachers from British Columbia	---	2	---	129	
2nd Class to Teachers from England	---	---	15	---	
2nd Class to Teachers from Scotland	---	---	4	---	
2nd Class to Teachers from Ireland	---	---	5	24	
					421

PROVINCIAL CERTIFICATES GRANTED—CONTINUED

	Alberta	Other Provinces	British Isles	Total	Grand Total
(*a*) Interim Certificates—continued:					
3rd Class to Alberta Teachers	15	---	---	15	
3rd Class to Teachers from Saskatchewan	---	25	---	---	
3rd Class to Teachers from Ontario	---	30	---	---	
3rd Class to Teachers from Manitoba	---	12	---	---	
3rd Class to Teachers from Nova Scotia	---	64	---	---	
3rd Class to Teachers from New Brunswick	---	12	---	---	
3rd Class to Teachers from Quebec	---	7	---	---	
3rd Class to Teachers from British Columbia	---	20	---	---	
3rd Class to Teachers from Prince Edward Island	---	18	---	---	
3rd Class to Teachers from Newfoundland	---	1	---	---	
3rd Class to Teachers from United States	---	51	---	240	
3rd Class to Teachers from England	---	---	10	---	
3rd Class to Teachers from Scotland	---	---	1	11	266
(*b*) Professional Certificates:					
1st Class Professional Certificates	95	---	---	---	
2nd Class Professional Certificates	213	---	---	---	
3rd Class Professional Certificates	---	---	---	---	308
(*c*) Provisional Certificates:					
Provisional Certificates (Permits)	668	---	---	---	668

In explanation of the number (668) permits it must be remembered that permits expire at the end of the term in which they are issued, June 30th, and December 31st, of each year. Thus anyone teaching on permit for one year would be counted twice. Further, the life of a permit may have been for but two or three months or until a regularly qualified teacher could be secured. At no one time during the year were there more than 287 permit teachers actually at work in the Province.

TEACHERS' BUREAU

Through this branch of the Department approximately eleven hundred teachers were placed in touch with school boards. This service is free to both teachers and boards of trustees. In some minds there is a mistaken idea of the powers of the Teachers' Bureau. We have not the authority to engage teachers except when specifically instructed to do so by a Board of Trustees; all we can do is to place a teacher, seeking a position, in touch with a school board requiring the services of a teacher. When, however, a school district can be reached by telegraph or telephone we can oftentimes secure appointments with little delay to the applicant. We believe the work of this service can be extended and made to be of greater use to both teachers and trustees.

SCHOOL GROUP—CENTRAL VALLEY, S.D. No. 791

OPERATION OF SCHOOLS

It is gratifying to report that during the months of May and June practically all the schools were in operation. The trustees in rural districts have shown an increased interest in the operation of schools and are desirous of operating the full 210 days provided teachers are available. There is little difficulty in securing teachers for city, town and village schools, sometimes even at less salary than is offered in rural districts. From coming in contact with many teachers seeking positions we have learned that salary is not the only consideration, but that living conditions to a large extent are the determining factor. As the Province becomes better developed, good roads built, better mail service and living conditions in general improve we shall be able to secure teachers who can give a more continuous service than obtains at present.

We are hopefully looking forward to the time when we can report a teacher in every school of the Province.

I have the honour to be, Sir,

Your obedient servant,

GEO. K. HAVERSTOCK,
Registrar.

REPORT OF E. W. COFFIN, B.A., Ph.D., PRINCIPAL OF NORMAL SCHOOL, CALGARY, ALBERTA

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honor to submit for your consideration the fifteenth Annual Report of the Provincial Normal School at Calgary, for the year 1920.

ATTENDANCE

The year just closed has been unusually free from interruptions due to epidemic, nor have any of the teachers been laid off duty for any length of time. A few of the students have lost considerable time through illness, but not more than the inevitable minimum. Outbreaks of scarlet fever in some of our practice school classes upset our calculations two or three times, but on the whole the year has been one of fairly continuous work. The attendance for the two terms within the year, the second half of 1919-20 and the first half of 1920-21 was almost exactly the same, but in the latter term beginning Aug. 24th, the number of men students was considerably smaller. This is true of our higher institutions generally, even the commercial high schools.

CLASS IN PHYSICAL EDUCATION

I regret to have to report the death, on January 12th, of one student, Elgin Ballard of Okotoks, a young man of fine character and promise.

The following tables present the usual statistics of the enrollment:

ATTENDANCE TABLE, 1920

	First Class			Second Class			Totals		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Second Term 1919-20	13	38	51	17	90	107	30	128	158
First Term 1920-21	8	51	59	11	86	97	19	137	156
Totals	21	89	110	28	176	204	49	265	314

AGE AND PREVIOUS EXPERIENCE IN TEACHING

	First Class				Second Class			
	Average Age	Median Age	4 Mos. or more Ex.	No Exp.	Average Age	Median Age	4 Mos. or more Ex.	No Exp.
1919-20	19.3	18.3	8	43	18.7	18.9	20	87
1920-21	17.9	18.7	16	43	18.6	18.8	15	82

ACADEMIC STANDING FOR ADMISSION

	Gd. XI or Equiv.	Under-graduates	Gd. XII or Equiv.	Graduates	Under-graduates	Total
Alberta	124	1	67	1	1	146
B.C.	1				1	2
N.S.	1		2			3
Ontario	1					1
P.E.I.	1					1
Sask.	1					1
U.S.	2					2
	131	1	69	1	2	156

TABLE SHOWING CERTIFICATES OBTAINED

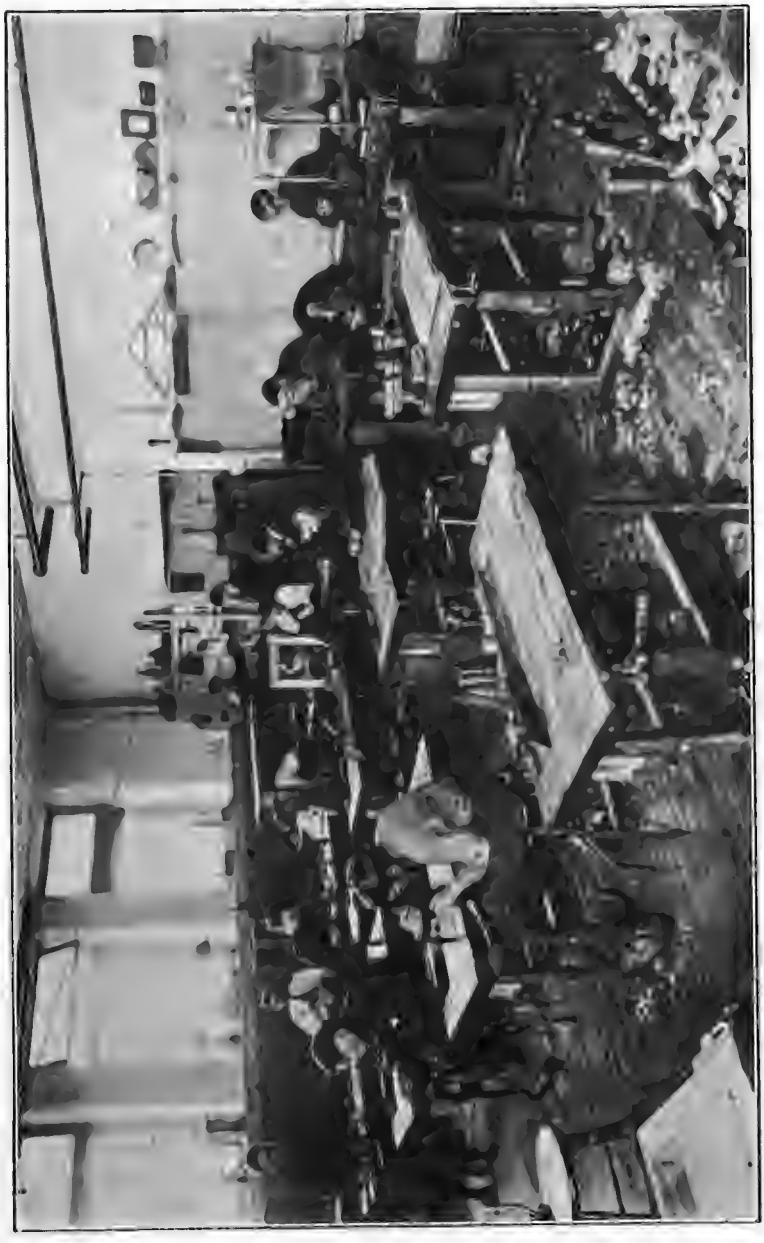
(Including nine former students who repeated the practice work)

	First Class Interim	Second Class Interim	Third Class	Withdrew	Deaths
Second Term 1919-20	51	106	11	1	1

The fact that the Normal School Course as now arranged does not fall within a single calendar year, makes it inevitable that these Annual Reports should lap over to some extent. Thus, part of the work of the Session 1919-20, the first eight months' course, has already been referred to, in the Report for 1919.

THE EIGHT MONTHS' COURSE

We are in a position now to speak of the lengthened course as a whole, at least in so far as one year's experience testifies. This higher standard of qualification coincides in its institution with the activity for organization and for more adequate recognition of service that stirs the teaching profession almost the whole continent over. Inspectors also report that School Boards are showing much more concern about the quality of service they are paying larger



MANUAL TRAINING—A MODERN CITY SCHOOL

salaries for. In a threefold way, then, the outlook for the profession is brightening. These three segments, so to speak—namely, longer training, better salary, higher standard of service—make the complete circle, for, as the standard of service rises, so will the need for more adequate training be recognized, and so also will the claim for the higher wage be more fully justified. And it is to be hoped that this higher demand on the part of the public will meet an equally elevated view of service on the part of the teachers. And thus in time may we reasonably expect to see the "stepping-stone "teacher, the hireling, the hard-times refugee, and the teacher of "interim" qualification and spirit of service reduced to a minimum. At present, of course, the ranks must be supplemented by such as these; but in the measure in which this is necessary, will it be difficult to maintain continuity of progress in our elementary educational service and also difficult to develop a teaching profession.

The eight months' course is none too long. While the purpose of the extension of the course was primarily professional, a considerable amount of time has to be given to academic review, because of lack of thoroughness in previous school work and because of the presence of several who return to the work after many years. The subjects in which this academic weakness seems most noticeable are History and Arithmetic. In fact such is the state of affairs herein that a drastic review of content and method in these subjects in the elementary and high schools is called for.

Besides review of school subjects, the eight months' course also gives us a chance to drill on our own work more thoroughly. Subjects presented during the first term, and examined on at its close, may be returned for final review during the second term, so that the last impression the student gets of a subject is not his own incorrect answer of an examination question. Also, it is possible to lessen the number of subjects carried concurrently and thus to avoid the kaleidoscopic effect of over twenty kinds of material per week, following on each other in bewildering succession. There is always a difficulty here, however, as all the subjects are equally necessary for practice teaching. As our best working arrangement, then, we find it advisable to confine assignments in the first round of practice teaching to subjects taken that term, and where other subjects, thus omitted from practice, come in the class-room routine of the practice school, they are taught by the critic teacher while the student observes. Thus, during the half-day practice periods the students get a fair amount of practice and observation each day.

The practice teaching is, of course, the *sine qua none* of the course whatever else has to be omitted or condensed. We aim to give each student an opportunity to teach at least fifteen formally prepared lessons during the whole session, and these are criticised and valued in detail either by the Practice School Staff or by the Normal School Instructors. These reports furnish the basis for the Interim Certificates. In addition to this *intensive* practice, each student is required to spend two full days in a class-room, the first day observing and assisting in routine work, the second day teaching, according to assignment, one or more single lessons or taking sole charge for a part of a session. This *extensive* practice is more informal and gives the student more opportunity to exercise his own initiative in management and to get into closer touch with the pupils' methods of work.

A third feature of the practical training is the observation and teaching in ungraded schools. We have, with the generous assistance of the Department in the shape of bonuses to the two teachers concerned, and with the willing co-operation of the local Boards, through the assistance of Inspector Boyce, realized our project of including in our scheme of training two ungraded schools, namely, West Calgary and Cepeear, both easily accessible by street car. Students visit these schools in pairs, and spend two full days in apprentice work of the kind described above as extensive practice. In this way we hope to give every student an opportunity at some time during the session of some acquaintance with the type of situation most of them will go out to meet. The conditions in these schools are far from ideal, but here at least can be observed the possibilities of solving that seemingly hopeless puzzle, the ungraded school timetable. They can get or conceive suggestions for advantageous grouping of grades and form some idea of how to condense or abridge the programme and adjust the lesson period of the single grade room to the possibilities of a seven or an eight grade room. We hope that this work may be extended by working arrangements with other adjacent one-roomed or two-roomed schools.

Another outcome of the eight months' course worth mentioning is the fuller opportunity it gives for the students to get acquainted with each other, to develop more fully their social relations, and to exercise, through their own societies and committees, their gifts for self-government and organization. Also, they become more firmly attached to the School as a vital feature in their education. Thus the students of the first long course have formed, without any suggestion on the part of the Staff, the nucleus of an Alumni Association, and while they may not enlist a great many of the twenty-five hundred or more students of former years, who can scarcely remember their Normal Course as more than a brief incident, and the whereabouts of many of whom cannot easily be ascertained, yet among the successive classes of the yearly courses, the new venture will take ready hold and grow. The old building, despite its Alpine stairways and its restricted grounds, is already, in its last days in our hands, beginning to be a centre of almost affectionate regard in the memories of those who explore its heights and depths day by day throughout eight months. This makes us look forward to still better things in a new building with larger gymnasium and more spacious grounds.

INTER-SCHOOL ACTIVITIES

Inter-school activities have also, with the generous assistance of the Department in defraying expenses, got under way. Our basket-ball girls met defeat at the hands of the Camrose team, but our debating team, on the same trip, brought back the honors. Hockey and basket-ball were the subjects of discussion among the men students when the Camrose teams visited us and the honors were about evenly divided. In both cases, the social sides of the events were well attended to, and these friendly contests ought surely to help to establish a Normal School tradition.

Our social affairs, too, have included more plays and group performances. During the Easter Conventions, "Green Stockings" was very creditably presented by a number of students under the direction of Miss Fisher. Again, at the closing social of this year, a Christmas Tree was well loaded with gifts for two destitute families reported by the Red Cross.

The latter half of the year covered by this report brought in an unusual number of students, in both classes, conditioned in high school subjects, and upon the Staff has inevitably fallen the burden of assisting such students to till the ground again for a better reaping in the next Departmental examinations. One thing this state of affairs plainly reveals: namely, that, whatever the particular reason for such a condition, the weakness of these students is chiefly lack of thoroughness or exactness. They appear to have got a general view of the several high school subjects, but are not sure of the facts. Indeed there is reason to suspect that those stubborn little things called facts are coming to be held in light esteem or are but dimly perceived in the mist of generalities. More thorough drill is demanded even at the expense of curtailing the amount required. It is poor satisfaction, after an eight months' course, to hand out or to receive nothing more than a letter of authority to teach.

As in 1919, the tabular statement shows that the average age of the students in training is much lower than in former years. There are also fewer with teaching experience, and fewer with academic standing from outside the Province. We are getting the home-grown material, and this calls for closer inspection and for an extended system of progressive qualification such as will keep the professional development of these young teachers in pace with their increasing experience in the school room.

The following changes in Staff took place during the year: In the Normal School Staff, Mr. Sansom, Instructor in History and Mathematics since 1915, was transferred at Midsummer to the new Normal School at Edmonton, and was succeeded by Mr. Torrie of the Camrose Staff, and formerly principal of our Practice School. Mr. Hutchison, Instructor in Science since March, 1913, also resigned at Midsummer to take an Inspectorship and was succeeded by Mr. Williams of the Medicine Hat Inspectorate. We are glad not to have to report that these resignations of such excellent Normal School teachers mean a retirement from the work of education, as it does in the case of so many resignations of teachers; also, that the vacancies are filled by men with such an intimate knowledge of the work of the public schools. At the close of the first term we also lost the services of Mr. A. E. Brown, Assistant in Manual Arts, and Sergeant-Major R. Hampton, Instructor in Physical Training. I have no hesitation in saying that the whole-hearted interest of these men in their particular line of educational work makes their departure from the profession a real loss.

In the Practice School, Mr. A. C. MacKenzie, Principal since 1918, and previously Vice-Principal, withdrew to go into business, and was succeeded by Mr. B. Leslie Cook, a teacher of sound training and successful experience and a Great War Veteran. Miss McEachern, of Grade V, withdrew at Midsummer, to take up teaching in British Columbia; Miss MacFarlane of Grade I, and Miss Thompson of Grade I, Sunnyside, both outstanding primary teachers, resigned at Midsummer. These vacancies have been filled by the appointments of Miss Mary C. Moir of the Sunalta School, Calgary, to Grade V; Miss Laura McGuire, formerly of the Practice School Staff, Camrose, to Grade I; and Miss Helen L. Fisher, of the Victoria School, Calgary, to Grade I, Sunnyside. The service of all these new teachers during the term just closed has amply justified their appointment.

During the holidays, the Principal, Mr. Hutton, and Mr. Hutchison served on the Staff of the Summer School, Mr. Sansom,

Miss Fisher and Miss Goldie, and also Miss Hopkins of the Practice School Staff, studied abroad, Miss Goldie completing the work for her baccalaureate degree. During the Fall term, Mr. Torrie spoke at the Convention at Hanna, and Mr. Hutton acted as judge of Art and Manual Training at the School Fairs at Nanton and Carstairs. And almost all the members of the Staff assisted in the Grade Institutes held in Calgary during November. On November 5th the Principal along with Inspector Roberts, took part in the Institute at Oyen, at which some twenty-five teachers were present.

There is one subject on the curriculum that calls for distinct mention in this report: namely, Physical Training. During the session 1919-20 we had the efficient services of Sergeant-Major R. Hampton, a man who gave of his time and his zeal unstintedly not only for the requirements for the Strathcona Certificate but in the interest of gymnasium work for such students as desired it. A special class in gymnastics was given weekly at the request of some of the men students.

The Practice Schools continue to do good service in the cause of teacher training. The burden of criticism has been somewhat increased and it would be well if observation and practice facilities could be secured in other schools, but we have had nothing but the most willing co-operation and, in most cases, the most helpful counsel to student teachers. Considering our crowded quarters, there has been a minimum of friction between the two schools, and in this we are indebted to the Practice School Staff as well as to our students for their mutual regard for each other's rights in a somewhat difficult situation. To the Caretaker and his assistants, also, is due our cordial appreciation for their ready compliance with our requests in addition to the very efficient service they give in the performance of their regular duties.

On two occasions, January 22nd and April 12th, we had the pleasure of a visit from the Minister, and on the latter visit he was accompanied by Mrs. Smith. At both times he spoke to the students about the policy of the Department and met several of them individually in discussion of their difficulties. The Deputy Minister, Mr. Ross, also paid us a visit and spoke to the students in regard to loans and some other matters. We would welcome more frequent visits from officials of the Department and also from Inspectors.

I have the honor to be, Sir,

Your obedient servant,

E. W. COFFIN,
Principal.

REPORT OF THE PROVINCIAL NORMAL SCHOOL, CAMROSE

HON. GEORGE P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration, the report of the Camrose Normal School for the year 1920.

The opening of the Normal School at Edmonton, necessitated the establishment of three distinct Normal School districts. Under the present tentative arrangement, the Camrose Normal School serves the central part of the Province, bounded on the north by the Saskatchewan River and on the south by Township No. 26. The student body is therefore drawn from what might be called a rural section. The excellent railway facilities make Camrose a convenient centre, while the rural atmosphere, the semi-private nature of many of the boarding-houses, the absence of city distractions and the centralization of student interests in the school, all contribute to the advantages of this town as a centre for training rural school teachers. The addition of a dormitory, the provision of a rural, ungraded, practice school on the grounds, and enlarged space for playgrounds and gardens would still further add to the efficiency of the institution. The need of more ground has been brought to a critical stage this year by the loss of a 66-foot strip when the town authorities opened a street that had been enclosed with the school grounds.

Several changes occurred in the staff during the year. In January, Miss Burnett, the Primary specialist, a highly valued member of the staff, received a well-merited promotion when she was appointed Supervisor of Primary Work for the Province. Miss Jackson, of Columbia University took Miss Burnett's place until Midsummer, when she resigned to become Primary Supervisor in the City of Calgary. At the beginning of the Fall term three other members were lost to the Camrose School. Miss Dickie, the efficient head of the English Department, and Mr. Manning the Instructor in Art were transferred to the Edmonton school, while Mr. Torrie who had been in charge of the Department of Mathematics and School Management for two years, was transferred to Calgary Normal. Miss Boyle, who had acted as librarian from the establishment of the school, was promoted to the Parliamentary library in Edmonton. Miss McGuire of the Practice School staff was transferred to one of the practice departments in connection with the Calgary Normal School.

The vacancies thus caused were filled by the appointment of Miss McSkimming, a graduate of Glasgow University, to the English Department; Miss E. K. Johnston, a graduate of Boston University, with special training in Music, to the Department of Primary Work and Music; Mr. Walter Scott, B.A., a veteran inspector, to the Department of Mathematics; and Miss Gwen Russell to the Practice School staff. The work in Art was curtailed and combined with the Elementary Manual Training under Mr. Morrison, who now has full charge of the Manual Arts. At present, the library work is being efficiently managed by Miss Currie, who also acts as Secretary.

The loss of half a staff at one blow was somewhat serious, but the new members have all taken up their duties with exceptional wisdom, enthusiasm and devotion, so that the standard of the staff in energy, loyalty and hearty team-work is fully sustained.

Seven of the Normal School Instructors assisted at the Summer School, in Edmonton, during the summer vacation, while, Miss Stewart, on leave of absence, lectured at the Summer School in the Province of New Brunswick. Several teachers also continued graduate work. Miss Johnston took special work in Primary Methods and Music at Chicago, and Messrs. Tuck, Scott and Morrison took extra-mural work in Education and Art.

SCHOOL FAIR IN A RURAL DISTRICT

Three policies of the Department which specially affected the operation of the school this year, deserve separate mention:

1. The policy of assisting students through loans has proved very helpful. Last year 84 persons took advantage of this assistance, and this year the number is 76. The great majority of these would have been lost to the teaching profession had help not been available. At first, some fear was felt lest young people might look upon this as "easy money" and be inclined to borrow too freely and spend too readily, but the opposite has proven to be the case. Applicants are more apt to stint themselves in both borrowing and spending. In many cases, too, the loan seems to urge the borrower to get as much as possible from the course, in view of a full realization of its cost.

2. The prompt engagement of a special nurse to safeguard the health of the teachers-in-training during an epidemic in the early part of the year was much appreciated by parents, students and staff. Several rather serious cases developed, but through the efficient service and watchfulness of the school doctor and the nurse only one death occurred. The appointment of a nurse as a permanent member of the staff, to advise and direct in corrective measures of health, to supervise the health of children in the Practice School, to give a course in First Aid and Home Nursing, to illustrate simple methods of detecting physical defects in school children, and to give a practical course in personal and school Hygiene, would further improve the course of training for young teachers.

3. The abnormal number of failures at the last Departmental examinations led to the temporary expedient of admitting to the Normal Schools candidates with lower academic standing than is usually required, on condition that they do special academic work during the term and in the spring, write off a specified number of their conditioned subjects. To assist these students, a special teacher was engaged in the person of Mr. H. G. Menzies, a successful High School teacher, lately returned from overseas service. Members of the regular Normal School staff also teach some of the High School subjects. The conditioned students are relieved from those professional subjects which they will not be required to teach in the Public Schools, and consequently get part of their academic work in regular school hours, the rest being taken after hours and on Saturday.

The advantages of the year term are becoming more and more apparent. Perhaps the most outstanding benefits are:

1. Increased observation and practice in the Public School.
2. Review of the Public School subjects from the teacher's standpoint.
3. Organization of the professional lecture work so that a student need not carry more than six or seven subjects at a time.
4. Opportunity to observe, investigate and discuss leading educational problems of the day.

Graduates of the school, after discussing the present course with those now in attendance, often express regret that they did not wait until the course was extended, and some inquire whether they may return and take a further six-months' course.

The usual student organizations have been in operation during the year, being particularly active and effective in the spring term. Considerable emphasis is laid on these as a means of training in leadership, organization and administration. An institution in which the whole student body changes every year is at a great disadvantage in building up and transmitting a body of helpful tradition, but this difficulty is partly overcome here by the presence on various student executives of members of the staff, in an advisory capacity. The chief organization is the Literary Society, which is, in reality, a students' parliament. Branches of this parent organization take charge of Athletics, Music, Dramatization, and Debating, the aim in every instance being to give the maximum number the benefit of the various activities.

The Literary Society in 1920 undertook several specially helpful projects: (1) Two representatives were sent to the Student Volunteer Convention at Des Moines. Their reports were given to the students and to several organizations in the town bringing the inspiration of those wonderful meetings to a wide constituency. (2) Several prominent speakers were brought to the school with live up-to-date messages which greatly broadened the outlook of the class. (3) At the end of the spring term a very creditable Annual was published. (4) A Girls' Club, for the discussion of problems of young womanhood was of special value.

During the winter, inter-school contests were held with the Calgary Normal School. The series consisted of Ladies' Basketball Men's Basketball, Men's Hockey and Debating. Each school won two contests. The matches aroused a good deal of interest in the lines of endeavor represented, and if an acceptable method could be devised to finance them, much benefit would accrue from their continuance and extension to take in the Edmonton Normal School.

Some effort is being made to put the teachers-in-training in touch with modern educational movements. The best known and most usable standard tests are explained and applied; their uses and limitations are pointed out and some practice is given in their administration. Early in the present term all the students were admitted to a group intelligence test. The results were checked up with the report of their medical examination and in some cases with family history. The results are so suggestive that we believe some such tests may be of distinct assistance to the staff in shaping methods, in indicating the special needs of individuals, and in estimating the final standing of the students.

The application of intelligence tests in the Practice School for diagnostic purposes in special cases is planned for 1921.

Two rather disturbing features are brought out by the statistics for the year, viz., the small number of men, and the extreme youth of the students. These furnish food for thought as they have a distinct bearing on the efficiency of the educational forces of the Province, especially in a critical stage such as we are now passing through.

It was hoped that, after the war, a larger number of men would enter the teaching profession, but, now that the returned men have taken the course, fewer men than ever are offering themselves, and quite a large proportion of those in attendance state quite frankly that they are using it for a stepping-stone. When questioned regarding their reasons for avoiding teaching as a life profession they complain that "a teacher has no future" and point out the fact that in other professions men are encouraged to become experts, and special talent and special training are adequately remunerated, while in teaching, an ambitious man with good capacity "soon reaches the top" both professionally and financially.

This year fifteen students entered the Normal School here, aged fifteen or sixteen. How far boys and girls at that stage of development can benefit from a serious course of training such as a Normal School course should be, is problematic; how suitable they are to guide adolescents in their own schools is still more problematic; and how able they are to assume leadership in a community is most problematic of all. After making full allowance for the energy, the enthusiasm and the idealism of some of these young folks, I believe it would be in the interests of the teaching profession and of the citizenship of the Province, if students were not accepted as teachers-in-training until they were *reasonably* mature, physically, mentally and morally.

The following schedules contain statistics of the classes of 1919-1920 and 1920-1921, regarding age, sex, academic standing, certificates granted, and conditioned subjects.

SEX

	First Class		Second Class		Totals
	Male	Female	Male	Female	
Class of 1919-1920	9	26	25	85	145
Class of 1920-1921	5	26	6	82	119

AGE

	First Class			Second Class		
	Under 17	Over 21	Average	Under 17	Over 21	Average
Class of 1919-1920	1	8	21.1	7	23	20.4
Class of 1920-1921	3	3	19.2	12	3	18.3

ACADEMIC STANDING—CLASS OF 1920-1921

Where Prepared	Graduate	Under-grade	Grade XII	Grade XI	Totals
Alberta	0	1	29	80	110
Saskatchewan	0	0	0	1	1
Ontario	0	0	0	2	2
Great Britain	0	1	0	1	2
United States	0	0	0	4	4
Totals	0	2	29	88	119

CERTIFICATES GRANTED—CLASS OF 1919-1920

	Academic	First	Second	Third	Letter	Ill Health
Of 6 Graduates	6					
Of 29 First Class Candidates		29				
Of 110 Second Class Candidates			99	7	1	3

I should like, in closing, to testify to the splendid spirit evidenced by both classes of students, and to express deep appreciation of the support, co-operation and good-fellowship of all the individuals and organizations whose interests or whose authority bring them into touch with the Camrose Normal School.

I have the honour to be, Sir,

Your obedient servant,

W. A. STICKLE,
Principal.

REPORT OF THE CHIEF INSPECTOR OF SCHOOLS

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration the report of the Chief Inspector of Schools for the year ending December 31st, 1920.

IMPROVEMENT THROUGH REORGANIZATION

It is a satisfaction to be able to report that the work of inspection of schools has shown steady and marked progress during the year. The improvement in the service is due in a large measure to the reduction brought about in the size of the inspectoral divisions during the year 1919, with the consequent decrease in the number f school districts for which each inspector is responsible. The changes made have been fully justified from the standpoint of the Department of Education, in that the inspectors now have a closer acquaintance with difficulties and problems obtaining in their respective fields, and can deal with them without long delays and consequent dissatisfaction on the part of the trustees, parents and ratepayers whose interests are affected. Evidence of the effectiveness of inspection work in this particular regard is found in the reduced number of complaints and petitions which have reached the Department concerning school administration and efficiency.

Moreover, it is now possible to make a much closer approach to the aim of affording at least two inspections to each school department every year. You will be interested to know that our returns for 1920 show that in those inspectorates in which we have had the same inspector throughout the year, all schools with the exception of seventy, or an average of only three per inspectorate, were visited and inspected during the period of operation, at least once. For the most part our schools have had two inspections and in many instances three. There are several attendant advantages from the semi-yearly inspection, chief of which is the opportunity given the inspector to make his work partake more of the nature of supervision and direction than of inspection solely. He becomes closely acquainted with the capacity of the teaching force and the problems belonging to the particular community and school district.

ORGANIZATION OF INSPECTOR'S WORK

An effort has been made during the year to improve further the opportunity for more effective service on the part of the inspector by providing for better organization of his work. Direction by one official and the fixing of responsibility to him alone for the amount and quality of performance has prevented duplication and made for improved efficiency generally. A complete and detailed monthly diary requires the inspector to summarize existing conditions in his division. This return is accompanied by reports on all inspections made. These, together with the presentation of the expense account for the month, necessitate that the inspector take stock of conditions regularly, thus bringing business considerations and system to bear.

These returns, which are complete, accurate and regular, constitute also for the operation, attendance and other branches of the Department, up-to-date information regarding conditions in the various parts of the Province.

ADJUSTMENT OF SALARIES

An upward revision of salary schedule, as it affects school inspectors, was made in the early part of 1920. While an adjustment was necessary in order to meet the increasing cost of living, it was nevertheless extended as a mark of appreciation of the importance and improved efficiency of the service being rendered. It has been so interpreted by the inspection body.

MAINTENANCE

Prior to August 1st, 1920, inspectors were maintained on a flat expense allowance of One Thousand Dollars per year. While this allowance was inadequate to meet actual expenses involved in carrying forward the work in a satisfactory way, in seeking an adjustment it was thought wise to discard a flat maintenance basis, which took no account of varying conditions throughout the Province or differences in volume of work done. The present system seeks to protect the actual expenditures necessary to carry forward the work of inspection in an efficient way. Actual disbursements are protected as represented by vouchers for all items, with the exception of road conveyance. This latter item is protected at the flat rate of Six Dollars for each day on which the inspector's conveyance is used in connection with the discharge of government business, as represented by reports submitted.

A GROUP OF NEW CANADIANS AT A SCHOOL PICNIC

SOME RESULTS OF CHANGES INTRODUCED

The measures discussed in the foregoing have had far-reaching effects. As a result of their adoption it has been made possible

for inspectors to satisfy and improve their professional interests, and give closer application to the real problems inherent in their work. They are left somewhat free to study the theoretical aspects of these problems. A large number of inspectors are pursuing the extra-mural courses in education offered at the various Universities. The knowledge acquired, when backed by a fine basis of practical experience enables the inspectors to confer and consult with the Department satisfactorily concerning the framing of legislation and the formulation of educational policy along sane and practical lines. This development in educational interest finds expression in the Annual Conference of Inspectors, which is now an institution. At the recent Conference such questions as the following were discussed:

The administration of the Attendance Act.

Larger Units of Administration for School Purposes.

More Satisfactory Application of the Course of Study in Rural and Ungraded Schools.

Night Schools.

Use by Inspectors of Standard Tests and Scales.

Conditions Affecting Progress and Development of Secondary Education in Alberta.

Standards and Bases for Inspection of Classes to be Promoted without Examination.

Health Supervision in Schools.

The School Fair.

Foster Children in Alberta Homes.

Teachers' Conventions.

The Improvement of Teachers in Service.

How to Improve the Teaching of Composition, History and Geography.

The Revision of the Course of Study.

Thus it is that the Department depends very largely upon the inspector for information which affords a guide in the framing of legislation and the formulation of educational policy to meet in a practical way the changing needs. Upon the inspector rests the further responsibility of giving practical effect in the field to the Department's policy as incorporated in the school law and the regulations.

HIGH SCHOOL INSPECTION

The inspection of High School departments is carried on by two High School Inspectors, thus bringing more specialized training and experience to bear on the direction of the secondary school effort in the schools of the Province. This, moreover, leaves the main body of inspectors free to concentrate upon the supervision and improvement of our public schools.

The present arrangement provides for the inspection by the High School Inspectors of the work and the teaching in the High School grades of all those schools in which one room, and the time of one teacher, is devoted exclusively to the instruction of pupils in grades above the eighth.

The regular inspector for the district is free, however, to make informal inspections of the High School rooms in order that he may secure a proper perspective of the administration of the school system as a whole, for the general inspection and direction of which he is responsible in the matter of advising with the principal and consulting with the board of trustees.

A NEW INSPECTORAL DIVISION

The year has witnessed important developments in all phases of educational endeavor, in the matter of progress, in the field of inspection we have kept full pace. The inspection force has been increased by three, and now numbers thirty-eight as against thirty-five at the close of 1919. One new inspectoral division in the extreme south-eastern part of the Province was created in August last. This extends from the Cypress Hills north along the Saskatchewan border to the Red Deer River, and westward through six ranges. A large part of this territory is in the dry area, and for the most part is settled by non-English-speaking people of Russian and German extraction. It embraces sixty-nine districts, with seventy departments, and was purposely so restricted in order to permit of a close kind of supervision and direction in matters educational. The erection of this new division has made it possible to hold the average districts per inspection to the advantageous level gained through the large increase in the inspection force during 1919.

Furthermore the creation of this new inspectorate made it possible to curtail the territory and correspondingly decrease the number of schools for which the inspectors at Medicine Hat and Lethbridge were responsible, leaving each of these about sixty rural schools outside of the city. Other changes in inspectoral boundaries in this southern section of the Province were also made at this time, involving the transfer of centres to Brooks and Strathmore, instead of Jenner and Bassano. This has improved accessibility of inspectors to schools, and made them at the same time more readily available for advice and conference with the trustees and ratepayers. No other important changes in boundaries or centres were made during the year.

INSPECTION OF CITY SCHOOLS

As intimated, the creation of the new division in the south-eastern part of the Province made it possible to release the inspectors at Medicine Hat and Lethbridge for more specialized service in the matter of inspection of schools, public and separate, in these city centres.

The four cities of Edmonton, Calgary, Lethbridge and Medicine Hat, have in recent years developed into centres of considerable size, with more than usual attendant expansion in school population and complexity in the school system. The large areas attached to the inspectorates of which these cities are centres have been from year to year reduced, but not sufficiently, heretofore, to make it possible for our inspectors to keep abreast even of such of the mechanics and details of inspection as are necessary for the Department's own purposes in the apportioning of those grants which are made on the basis of inspectors' returns, or in the submitting of reports upon which is based the permanent certification of teachers. Thus the business of routine and detailed inspection for departmental requirements fell behind seriously.

The Department of Education undertakes to prescribe the Course of Study for the public and high schools, and through inspection seeks in a broad and general way to fix standards for all schools alike, rural and urban; public, separate and private. Rigid uniformity

WORK IN MILLINERY—EDMONTON TECHNICAL SCHOOL

is not sought. Account must be taken, however, of the fact that the Province is young and growing rapidly. Our people come from all parts of the globe, and bring with them many ideas regarding educational standards and administration. General fixed minimum requirements are necessary, and if the Department presumes to function for all schools there is absolute necessity for the fixing of standards to which all must, in the main, and in general respects, attain.

There is within the Province a great deal of moving from place to place. It is therefore desirable that requirements be fixed and a reasonable degree of uniformity be insisted upon.

Furthermore, the elimination of the written examinations for the entrance classes of the larger schools has rendered necessary a closer and more intensive type of inspection to give an assurance to teachers, pupils, and interested ratepayers, as well as to the Department, that the prescribed courses are covered, the standards fully met and that promotions on the basis of recommendations are warranted. For the purposes of the Department itself, two inspectors have been allotted to each of the cities of Calgary and Edmonton. A curtailment of territory, and the removal of large responsibility for rural schools on the part of inspectors located in the cities of Lethbridge and Medicine Hat has been brought about.

An effort is being made to have inspection in these centres partake more and more of the nature of supervision. Close and helpful assistance and advice regarding the administration and teaching in these city systems is secured through contact with the superintendents and the principals of the large public schools. A brief outline of the instructions covering procedure being followed for the first year may be of interest and is given herewith:

1. The work will consist of inspection of the schools and discussion with teachers regarding their choice of material, methods of teaching, the progress of the classes, etc.

2. The procedure will be to regard each room and teacher as a separate unit. The inspector will discuss with the principal and teachers responsible for the preparation of Grade VIII classes the basis of their inspection and in general the requirements for promotion by recommendation.

The inspection will be complete for each teacher, and each room, in so far as it is possible for the inspector to complete his work and determine his findings. It is the intention that the result of the inspection will be available to the teacher by means of a frank discussion of his or her work at the time, and also by having the teacher receive a copy of the report made by the inspector to the Department of Education and the Board of Trustees.

3. At the close of the inspection at any particular school there will be a full discussion with the principal of the school regarding its general organization and administration, the work of the staff, the classification and progress of the pupils, and any other features which may be thought worthy of discussion. The superintendent will be notified and requested to be present during the conference of the inspector and the principal.

4. In the transmitting of reports to the board, the inspector will send in addition to the reports on the individual teachers, for which a special form is provided, a general report setting forth the conclusions reached concerning the work of each school as a whole, and dealing with the matters which have already been discussed with the principal and superintendent.

5. The inspectors shall inspect the classes being conducted in the special branches such as Manual Training, Art, Music, Household Science, and Physical Training, and make a report on these to show how, in the judgment of the inspector, this work co-ordinates with the general scheme of education in the city.

Somewhat later, when the routine work of inspection proper in these city systems is well in hand, it is hoped that our representatives may, in co-operation with the city superintendents and principals, make a study of those problems peculiar to large and rapidly developing school systems with a view to consulting and advising with the boards of trustees in a helpful way. Careful and extended reports regarding educational conditions, development and progress in the four city systems referred to are to be found in the accompanying reports of inspectors.

THE INSPECTOR'S WORK IN THE FIELD

The inspector has one guiding principle in his work. It is, simply stated, to make sure that the right to an education is available for all the children of his inspectorate, and then to work for an improvement of the facilities afforded as changing conditions make advancement possible. No one plan admits of successful application in all cases. Especially is this true in attempting to improve the efficiency of our rural schools. Sometimes conditions warrant consolidation or partial consolidation of several school districts. In a great many instances the two-room school policy has been found to be of the greatest usefulness in improving conditions in rural communities. It has already found very wide application. Reports of inspectors deal very fully with the value of this new policy. The attempts to apply these various schemes to the solution of actual problems in the field, and with stated results, are dealt with fully in the reports of inspectors submitted herewith.

NEW DISTRICTS AND INCREASES IN SCHOOL FACILITIES

For the most part the field work in connection with the organization of new school districts is performed by the inspector as the need arises. Reorganizations and boundary adjustments to meet new and changing situations are invariably referred to the inspector for investigation. His knowledge of local conditions and apparent and prospective needs is invaluable in working out practical solutions.

Also the preliminary work in connection with consolidation, partial and complete, is done by the inspector. The number of new districts organized during 1920 was one hundred and seven with four new consolidations. This must not be regarded as indicating at all adequately the nature and amount of the expansion which is going on in meeting the need for increased school facilities in the Province.

Despite retarding influences of an unfavorable market for school debentures and the extremely high cost of building, there has been expansion and improvement in accommodation in connection with consolidation, two-room schools and in many of the larger towns and villages. In many instances the building programme has been postponed and the activity in this line during the coming year will be very marked. The reports submitted by various inspectors deal fully with the expansion and improvement of facilities in the larger towns, villages, consolidations, two-room units, and in the more progressive rural schools. The number of school departments or schoolrooms in this Province increased during the year by two hundred and thirty-three.

OPERATION OF SCHOOLS AND TEACHER SUPPLY

The securing and retention of well-trained teachers for our rural schools is a problem which confronted the inspectors throughout the year. While the demand for increased remuneration arose chiefly as an outcome of the tremendous advance in the cost of the necessities of life, the absolute necessity of improving the status of the teacher is being more fully appreciated by the public. There is a clear relation between supply, efficiency, general status and money reward.

In dealing with the problem our inspectors have sought to impress boards of trustees with the fundamental importance of securing and retaining in the service of the schools, men and women of forceful character, sound scholarship and adequate training. Increased salaries for teachers have been secured by convincing trustees and ratepayers generally that real educational progress and efficiency depends after all upon the attitude, equipment and ideals of the teachers. The school inspectors have been the most effective force in bringing trustees of rural districts to realize this fact, and to recognize honest service by granting increased money rewards. Improvements thus secured are significant in that they represent a changed attitude on the part of the public towards the whole question of Education. In this connection the views of one inspector are quoted and are representative:

"Almost everywhere throughout the inspectorate the minimum salary being paid to qualified teachers of rural schools is $1,200.00 per year. School boards have responded readily to the teachers' demands for increased remuneration. But with the teachers' demand for higher salaries, and the granting of these by the boards has come a counter-demand for increased efficiency. Boards are inquiring more closely into the quality of service the teacher is giving, and are anxious to discuss with the inspector the type of work that is being done in the school in return for the salary that is being paid."

SCHOOL ATTENDANCE

Regular attendance is clearly the factor which primarily determines the influence which the school may exert upon the life of the pupil. The Attendance Act is a difficult one to administer. The year 1920 was not characterized by a large number of prosecutions. The procedure followed during the year rather gave wider recognition to the importance of a campaign to educate the parents to an understanding of the requirements of the Act, and a recognition of the need for its strict observation in the interests of their children. This procedure has been of necessity slower and more deliberate, and there has been, as a consequence, a decrease in the number of prosecutions. The attendant advantages and weaknesses on account of the change are fully dealt with in the Chief Attendance Officer's report for the year.

All inspectors are attendance officers and with them rests the responsibility for giving effect to the provisions of the Act. All flagrant and unresponsive cases are referred to the inspector for investigation and prosecution. This assures consideration of each case based on a full knowledge of all conditions and circumstances. This phase of the work is referred to fully in each inspector's report.

THE INSPECTOR AS OFFICIAL TRUSTEE

The Minister of Education has been most insistent at all times that those school districts administered under official trusteeships be kept at the lowest possible number. His views are that the British principle of decentralization of control in matters of local interest, more especially in those cases where the enlistment of personal interest is of fundamental concern, should be strictly observed in the type of management to be employed in our school affairs. There is a need for conserving and stimulating common interest in the care and training of our future citizens and the school function after all is closely related to that of the home. Furthermore, administration under official trusteeships means loss of the educative value and of the training in citizenship which accrues from having the people themselves carry on the public business of the local community.

A serious effort has been made to modify procedure to conform to the stated policy in this regard. Consequently the number of districts under official trustees is lower than it has been for a long time. It must be stated, however, that the official trusteeship is a valuable and indispensable instrument for the prompt correction of bad conditions, and it cannot be entirely done away with. In some cases it is absolutely necessary in order to conserve the educational interests of a community to appoint an official trustee to temporarily administer the affairs of the school district. It must be resorted to in extreme cases to expedite organization and to insure the early provision of school facilities, and sometimes later to insure operation. In some instances the safe-guarding of provincial educational standards and the protection of public interests require this type of administration over an extended or even indefinite period.

COMMUNITY ACTIVITIES ASSOCIATED WITH THE SCHOOL

Inspectors have taken full advantage of their opportunities to give stimulus and assistance to various types of effort making for improvement of community life in the rural sections of the Province. In the reports of the inspectors you will find very wide reference made to such matters as School Fairs, School Sports, Health Supervision, Foster Children in Alberta Homes, Improvement of School Grounds, Buildings, and Equipment, School Libraries, Conventions of Teachers, Conventions of Trustees, etc.

CHANGES IN STAFF

A vacancy in the High River inspectorate was created through the transfer in January of Inspector A. J. Watson to the High School Inspection Staff. A new inspectoral division with centre at Irvine was created August 1st, 1920. At the same time two assistant inspectors were decided upon for the cities of Calgary and Edmonton. The following adjustments were made:

Inspector Boyce of Calgary was transferred to the High River inspectorate, leaving two vacancies in Calgary, which were filled by transfers of Inspectors Roberts and Fowler from Lethbridge and Wainwright, respectively. The vacancies thus created were filled by the transfer of Inspector Watson from the High School

Inspection Staff to Lethbridge, and the appointment of E. L. Fuller to Wainwright.

Inspector Fife of Edmonton was transferred to the Fort Saskatchewan inspectorate, the two vacancies in Edmonton being filled by the appointment of G. S. Lord, and the transfer of Inspector LaZerte from Macleod to Edmonton. J. H. Hutchison of the Calgary Normal School was secured to fill the vacancy thus created at Macleod.

Inspector Williams of Medicine Hat was transferred to the Calgary Normal School. He was replaced by Inspector Buchanan of Lacombe, while Inspector McLean of Castor went to Lacombe, and F. S. Carr was appointed to fill the vacancy thus created at Castor. H. D. Cartwright was appointed for the new division at Irvine, while G. A. McKee was appointed to succeed A. J. Watson on the High School Inspection Staff. Inspector Scott of Hardisty was withdrawn in August for service in the Camrose Normal School. Two resignations occurred during the year, those of Inspector E. S. Farr of Grande Prairie, and E. T. Mitchell of Chinook. These vacancies were filled by the appointment of C. C. Bremner, principal of Wainwright schools, and J. W. Yake, principal of Chinook, to have charge of the Grande Prairie and Chinook inspectorates, respectively.

In order to preserve continuity with respect to the discussion of educational conditions and progress, it has been thought well to incorporate the report of the Chief Attendance Officer for the province in this summary, and the same follows herewith.

REPORT OF THE CHIEF ATTENDANCE OFFICER

During the year 1917, there were written to parents 4,941 letters; to teachers, 4,487; to inspectors, 325; while the number of warning notices issued during the year was 480; resulting in 10 prosecutions and 10 convictions.

During 1918, the number of letters written to parents and guardians was 4,691, while the number of warning notices issued was 2,152 from the central office and 85 by inspectors, resulting in prosecutions in 79 cases and convictions in 77.

During the year 1919, 273 preliminary letters were written to parents and guardians while the number of warning notices issued was 5,687, resulting in prosecutions to the number of 300, with 290 convictions.

At the beginning of 1920, the procedure in connection with the enforcement of school attendance was altered by again introducing the use of a preliminary letter and throughout the year, before issuing warning notices in any cases in which warnings had not previously been given, the parent was communicated with by preliminary

letter in which was pointed out the irregularity or non-attendance of his child during the preceding month, as well as the requirement of the law in this Province relating to school attendance. During the year there were issued 7,345 preliminary letters. The teachers' special reports following showed that the children on whose account preliminary letters were sent, returned to school in 3,229 cases, while on account of closing of schools throughout the term, it was impossible to take further action in 2,019 cases and no reports at all were received from teachers in 286 cases. In 56 cases children were excusable by exemption for work at home. In 52 cases it was found that children were excusable on account of age, while in 65 cases, sickness accounted for the absence from school, which cause had not been made known to the teacher before forwarding Monthly Report. In 231 cases children had removed from the district without the teachers' knowledge. In 1,407 cases it was necessary to issue warning notices following the preliminary letters, while in addition it was necessary to issue warning notices in 639 cases in which warnings had been issued during the previous year, making a total of 2,046 warning notices issued during the year 1920. With reference to the warning notices issued: In 1,199 cases the pupils returned to school without further action. In 208 cases, no replies were received from teachers regarding the result, either because of the closing of the school, lack of interest on the part of the teachers, or insufficient time in which to reply up to the end of the year. 397 cases were deferred because of school closing while there were referred to inspectors for action only 250 cases during the year. Of these, 97 cases were prosecuted, resulting in 94 convictions and three dismissals, while inspectors report 55 as having returned to school by the time their investigation had been made, in which cases it was not deemed wise to prosecute, while in seven instances the inspectors report the cases as pending or in abeyance and in 94 instances no reports had been received from inspectors by the end of the year. One of the cases indicated above as dismissed, was appealed by the Attendance Branch and tried before a judge, with the result that the case was won and the parent placed under bond of $100.00 to have his child continue in regular attendance at school until the age of 15 is attained.

From the information given there are a number of outstanding facts which should be noted. The first of these is the diminution in the number of warning notices issued because of the apparent success of the preliminary letters. I wish to point out, however, that the apparent success of the preliminary letters is not a true guide as to the effectiveness of our adopted method, because of the fact that in a very large number of cases teachers did not report back to the Department promptly at the expiration of the 10 days from receipt of notice of preliminary letters being forwarded, thus necessitating in very many cases a second, third and sometimes a fourth letter from the Attendance Branch before the information

was received. By this time the work for which the children were detained was completed and the children had returned to school. Had the teacher's report come to hand promptly as should have been the case, warning notice would have been shown to be needed and would have been issued as was the case in 1,407 cases.

The same is true regarding reports following warning notices so that had these reports come to hand promptly, many more cases would have been reported to inspectors for investigation and action.

During the year there were only 250 cases referred to inspectors and at the end of the year reports had been received from these officials in only 156 cases and what has already been said of teachers in the case of preliminary letters and warning notices, would appear to apply in the case of many of our inspectors as well. That is to say, letters from the Department have not been acted upon as promptly as would appear desirable. Because of this delay on the part of teachers and inspectors it has been necessary throughout the year to keep one stenographer constantly reminding teachers and inspectors of the necessity of forwarding reports following the receipt of these requests to them and in spite of this fact, our information at the end of the year was only partially complete.

The number of teachers changing schools throughout the year after the issue of preliminary letters or warning notices has resulted in curtailing the effectiveness of the work of the Attendance Branch and this is shown by the information given above that in 2,019 cases in which preliminary letters had been written, further action could not be taken because of the closing of schools.

It has been noted that in a number of cases that have been referred to inspectors early in the year for action, the inspectors deemed it wise to delay taking action in the hope that the attendance would improve. This resulted in some cases in the expiration of the warning notices. This necessitated the Department issuing a second notice immediately on the expiration of the warning notice on which action should have been taken. In some instances cases referred to inspectors as early as March and April were not dealt with until December and when brought before a Justice of the Peace, after practically a year's loss to the children, resulted in only a nominal fine of $1.00. It would seem, therefore, that such delay should not occur and that with the comparatively few cases which have been referred to the inspectors during the year, the Department should have secured more satisfactory results. It should be stated as well that many of the inspectors have been up-to-date with their reports practically throughout the whole year and if this could be said of all, much greater satisfaction would have resulted from the year's work. It is hoped that the year 1921 will see an improvement along this line.

There is one observation which should be made which does not appear in the above, viz: that the attendance throughout the Province was much more satisfactory during the months of November and December than during the earlier and warmer months. This can no doubt be accounted for by the fact that the work which children had been detained from school illegally to perform, had been completed by the end of October. In many rural schools throughout these months practically perfect attendance is registered. No doubt the scarcity of labor and the high cost of same caused many parents to wilfully detain their children from school during seeding and harvesting operations.

Apart from direct attendance work, the Attendance Branch has been instrumental throughout the year in having many matters corrected. Our preliminary letters addressed to parents resulted in bringing to the notice of the Department conditions requiring attention, such as the necessity of including within an organized district land immediately outside on which parents having children of school age are resident, the opening up of roads within the confines of organized districts, the absence of which had deterred children from school attendance, the parents often not knowing what steps should be taken to have these difficulties corrected; the change from one district to another of land which was remote from the school of the district in which it was located and nearer to the school of the adjoining district. During the year many cases of neglect on the part of parents with respect to their children have been brought to the attention of the Attendance Branch through the reports of teachers because of their investigation following preliminary letters. These have been called to the attention of the Neglected Children's Department, in some cases resulting in the removal of the children from these homes to those in which better attention can be given. Information regarding want on the part of parents come direct as a result of our preliminary letters, with the result that parents are directed to institutions such as "Sunshine" and other charitable institutions which exist for the purpose of helping those in need. The need for opening a second room in schools throughout the Province has also been brought to the attention of the Supervisor of Schools among New Canadians as a result of returns received from teachers, or letters received from parents complaining of lack of accommodation. Besides all this the conduct of schools by certain teachers has required attention by the Attendance Branch, as in some cases the practices of teachers have been instrumental in deterring children from attendance in school. In fact, whatever wrongs exist or are supposed to exist, are usually brought to the attention of the Attendance Branch following preliminary letters and warning notices.

D. C. MCEACHERN,
Chief Attendance Officer.

I have pleasure in submitting, herewith, for your consideration, extracts from the reports of our inspectors dealing with conditions in the various sections of the province. These are both valuable and interesting; valuable in that they discuss those considerations affecting the efficiency of our schools; interesting in that they will acquaint you with the nature and variety of the work being carried on by inspectors of schools:

NORTHERN TRACT

Roughly this tract is bounded on the south by the A. & G. W. Railway and the North Saskatchewan River west of Edmonton, and includes the Grande Prairie and Peace River Districts further north.

General Conditions

"Most of the soil in this inspectorate may be classed as rather poor. The settlers are in the pioneer stage. Many are obliged to work out to make a living or to spend the winter in getting out telephone poles or other timber. The long hard winter of 1919-20 and the shortage of feed caused a great loss of live stock. These conditions in conjunction with a rather poor crop and very low prices in 1920, caused many districts to have difficulty in financing their schools, so that yearly schools are the exception rather than the rule." (*Inspector Dwyer, Lac Ste. Anne.*)

"The number of new settlers was not so great as had been anticipated. This was accounted for by the exceptionally late spring, by the heavy rainfall, and by washouts of portions of the railway track at the period when immigration would have taken place. The immigration was fair. The crops were satisfactory in quantity and quality despite the late season, but the prices which have succeeded on the market are ruinous for the farmer. There can be no doubt that the coming year will reflect this deplorable state of affairs in the finances of the different school districts." (*Inspector Beveridge, Peace River.*)

"Towards the end of the year a new and unforeseen difficulty has arisen. With a general fall in prices affecting farm products together with the higher freight rates and the long hauls to the elevator, the north is suffering from temporary depression. This is fairly general throughout the west, but owing to the newness of the country here it is being felt more keenly. This will have a serious effect on the collection of taxes and may require the districts of the inspectorate to go slowly in developing strong well-equipped educational institutions." (*Inspector Farr, Grande Prairie.*)

Organization

"During the year six new school buildings have been built in accordance with the latest plans issued by the Department. Most of the school buildings already erected are of modern type though there are a few old style houses with windows on two opposite sides, and about eight log buildings. There is a new log building in the Deer Lodge School District (a new and poor district) built at a very low cost, and well lighted, comfortable and not unattractive. As a better building could have been erected only at the expense of school operation the course followed was in the interests of the children, on account of the abnormally high cost of building at the present time. Two other new school districts are planning to follow a similar course until a frame building can be built. The log building would then be used for a stable." (*Inspector Dwyer, Lac Ste. Anne.*)

"During 1920 seven new districts were organized in this inspectorate. In attempting to carry out the aim of the Department to provide

school facilities for every child of school age, one meets with many striking instances of how much can be accomplished by the hearty co-operation of the settlers aided by the generous assistance of the Department of Education. One isolated district with 12 ratepayers operated a school this year with the assistance of a special grant. Another with 11 ratepayers built and operated a school for five months for six children." (*Inspector Gaunt, Athabasca.*)

"There are 54 organized districts in the inspectorate. During this year no new districts have been organized, largely because the inspectorate is already rather fully organized." (*Inspector Beveridge, Peace River.*)

"The past year was one of decided progress in education in the Grande Prairie inspectorate in spite of the presence of severe climatic and economic conditions. Eleven new districts were erected, which with two more under organization will complete organization in this inspectorate so that no settlements and no children of school age will be out of reach of school facilities." (*Inspector Farr, Grande Prairie.*)

"In 1917 there were only forty school districts in the whole north country. There are today in the same territory 140." (*Inspector Farr, Grande Prairie.*)

TEACHERS

"Of the teachers employed in this inspectorate about 25 are holders of permits. I found the permit teachers doing much better work than is usually expected of them. In one case a teacher holding only a permit (but with several years of successful experience) succeeded in getting two pupils through Grade VIII examination without at all neglecting the lower grades." (*Inspector Dwyer, Lac Ste. Anne.*)

"During the past year there has been decided improvement in the length of time many of the districts have operated, and in the great majority of instances it has been due to the fact that the districts secured a local resident teacher. In this inspectorate there are 17 married teachers whose homes are in the district in which they teach. There are also 12 unmarried resident teachers and in every instance there is a stronger sentiment in favor of keeping schools open for a longer period. These former teachers were induced to re-enter the work because of the scarcity of teachers, the high cost of living and the better salaries offered. They solve the problem of a satisfactory and comfortable boarding place. They have a wider acquaintance in the neighborhood, and a more sympathetic attitude towards the community work of the district." (*Inspector Gaunt, Athabasca.*)

"While the class of teacher coming to this part of the country has been fairly good as to qualifications, she has had the demerit too often of being a 'transition teacher.' Since this is a pioneer country it does not yet attract the married teacher. The permit teacher has not been a feature of this inspectorate." (*Inspector Beveridge, Peace River.*)

"The standard of teachers in the Grande Prairie inspectorate has been steadily improving. Better salaries and more modern schools and better living conditions have induced better equipped and more experienced teachers to come north. As a result fewer permits were issued and in these cases the applicants considered were

principally those preparing to go to our Normal Schools to become fully qualified." (*Inspector Farr, Grande Prairie.*)

"During the past year I have inspected the work of 90 different teachers. Of these 85% have qualifications recognized by the Department of Education, 25% of those qualified were the holders of first-class certificates. There were fourteen permits issued during the entire year. Of those to whom permits were granted, one had a B.A. degree, and several of the others had spent one year or more at the University of Alberta." (*Inspector Brooks, Jasper.*)

THE TEACHER AT HOME

TEACHERAGES

"There are only four teachers' residences in this inspectorate, although suitable boarding houses are difficult to find. There are frequent inquiries from teachers desiring positions in adjoining school districts where two friends could live together. In some cases it would seem a good plan for two districts to erect a common residence at a central point, possibly in such cases a 'movable residence' would give a good service." (*Inspector Dwyer, Lac Ste. Anne.*)

"Of the disadvantages under which a new teacher labors the greatest is undoubtedly the fact that lodging is difficult to find. The teacherage is not a feature of the life here. In the case of the woman teacher, a fixed type of teacherage would not appear to be so suitable here, as a lighter portable type which can serve the needs of two districts by being put in some central place or can be reserved for one district and moved to some farm-yard where a lady teacher has a feeling of security engendered by friendly help and protection." (*Inspector Beveridge, Peace River.*)

ATTENDANCE

"The standing of the pupils in this inspectorate is fairly satisfactory. The attendance is good and this helps materially." (*Inspector Beveridge, Peace River.*)

"Little difficulty was encountered in School Attendance during the year." (*Inspector Farr, Grande Prairie.*)

"The Schools Attendance Act has been a great assistance in securing better attendance in the schools. It is interesting to note the relationship existing between irregularity of attendance and the constant changing of teachers. Irregularity reaches its maximum in those schools where there is a new teacher every term but where the teacher remains two or more years, the attendance shows a marked improvement. There are three main reasons for this: 1st, greater confidence in the teacher; 2nd, more evidence of consistent progress amongst the pupils; 3rd, the growing conviction that the boy and girl of today is badly handicapped along every line of endeavor without public school training. The general attitude towards The Attendance Act is reflected by the average Justice of the Peace. In every instance the enforcement of the Act has received his hearty co-operation." (*Inspector Gaunt, Athabasca.*)

"Through the continued efforts of the Attendance Branch the attendance of children in this inspectorate has steadily improved. I have found a widespread ignorance on the part of ratepayers, and not unfrequently on the part of teachers, with regard to the requirements of The School Attendance Act. Very rarely does the parent appeal in writing for an exemption certificate if he desires to keep his child away from school to assist in farm work during the busy seasons. The teacher should insist upon this procedure and emphasize that the child must return to school as soon as the period of exemption expires." (*Inspector Brooks, Jasper.*)

OPERATION

"Operation of schools during 1920 is far from being satisfactory." (*Inspector Dwyer, Lac Ste. Anne.*)

"School operation, owing to local circumstances, was not as satisfactory in 1920 as in the previous year." (*Inspector Farr, Grande Prairie.*)

"The Jasper inspectorate contains 81 organized school districts. During the past year 70 schools were in operation. The majority of these were in operation for the full year. With one exception in the case of those districts which did not operate the board of trustees arranged for the education of the resident children in neighboring schools." (*Inspector Brooks, Jasper.*)

TWO-ROOMED SCHOOLS

"With reference to the two-roomed schools, I am pleased to state that without exception the type of work done is highly commendable. In three of the five schools of this type, the work of Grades IX and X is being effectively taught. In the other two there are no classes higher than Grade VIII. There is a tendency in these schools for the teachers to remain for longer periods. The two-roomed school affords in many instances the most satisfactory solution of the problem of education in a thickly settled, prosperous, rural community." (*Inspector Brooks, Jasper.*)

APPRECIATION OF TEACHERS

"I have in mind a teacher who began work in a rural school in January, 1920. The people were utterly discouraged about their school. He promoted the older pupils in Grade VII to Grade VIII, prepared them for the Departmental Examinations of that year, and succeeded in passing 80% of the candidates. Three of the successful pupils are taking Grade IX under the same teacher, instruction being given after the regular school hours. As evidence of the appreciation of the efforts of this teacher, his salary has been increased from $1200 to $1500 and an extra $300 is being paid to him by the parents of the pupils who are receiving instruction in the work of Grade IX. I cite this case to show how a teacher may succeed in increasing the efficiency of a school and also to indicate the people are appreciative of the teacher's efforts." (*Inspector Brooks, Jasper.*)

NON-ENGLISH

This section extends from Fort Saskatchewan east to Mannville along both sides of the Saskatchewan River.

General Conditions

"Most of the people in these districts are Ruthenians, but in some localities Roumanians and Poles are numerous. Most of the people are prosperous and many are well-to-do. The progress in acquiring English and in becoming Canadianized varies considerably in different localities." (*Inspector Butchart, Vegreville.*)

"The general conditions are those of mixed farming in the pioneer stage of development." (*Inspector Bennett, Mannville.*)

Results of the New Inspection Policy

"In 1919 two-thirds of the school districts in this inspectorate did not provide enough money to operate a yearly school. This year in 46 districts, information as to assessable acreage, debenture and other indebtedness, was obtained, and the districts were advised as to what their tax levy should be, the amount being from two to nine cents additional per acre. The effect of this was apparent. Fourteen of the rural schools operated over 200 days in the past year, against six in 1919 and one in 1918. Five of these were non-English No school operated less than half the year. There was an increase of 20% in the total number of days operation over 1919 and 44% over 1918.

"The gain of 1919 was due to the closer supervision made possible by the reduction in the size of the inspectorate. The gain this year is the direct result of the campaign for the increased tax levy." (*Inspector Bennett, Mannville.*)

The Two-room Policy

"In ten districts arrangements have been made during the year for the opening of a second room. In several of these new two-room buildings have been erected and in others a new room has been added to the old school." (*Inspector Fife, Fort Saskatchewan.*)

"There are five rural districts that have two-room schools, and when they get into regular operation, they should set a new standard of work and attainment." (*Inspector Butchart, Vegreville.*)

"The excessive cost of building materials had the effect of retarding building operations." (*Inspector Crispo, St. Paul.*)

"Six districts had two-room schools and two others added a second room during the year." (*Inspector LeBlanc, Sturgeon.*)

Teacherage Policy

"Several districts have taken advantage of the assistance offered in the erection of residences for teachers. A number have erected good four-roomed cottages and several have put up good residences on other plans. This should make it much easier to obtain teachers and retain their services permanently. These conditions are vital to the success of this work." (*Inspector Butchart, Vegreville.*)

NEW SCHOOL.—STANISLAWOW, S.D. 1495

"In nine districts new teachers' residences have been built in accordance with plans approved by the Department of Education. Many schools have erected substantial flag-poles which add materially to the general appearance of the school surroundings." (*Inspector Fife, Fort Saskatchewan.*)

"A teacher's residence is an absolute necessity in a non-English district, and it is very desirable in many others. Two of the residences in this inspectorate have three rooms, eleven have two rooms, and seventeen have one room." (*Inspector Bennett, Mannville.*)

"Unsatisfactory boarding conditions are responsible in part for frequent changes of teachers, and often account for the school being closed. Teacherages of two or more rooms have helped to solve this difficulty, but on the other hand a large number of teachers, especially young lady teachers, prefer to live with a family in the district and near the school. The non-English-speaking districts are generally equipped with a one-room dwelling on the school grounds, but on the whole these districts offer little attraction to teachers, and are generally the last to be filled." (*Inspector LeBlanc, Sturgeon.*)

"The language of the people in this south-east corner of the Province is almost entirely German. In most cases, however, the children and men have a working knowledge of English. A great many districts are entirely composed of German-speaking New Canadians. In most of these districts working and living conditions are uncongenial and social life is meagre. The adverse conditions might be counter-balanced by offering attractive salaries and paying them promptly. Living conditions must be improved." (*Inspector Cartwright, Irvine.*)

ATTENDANCE

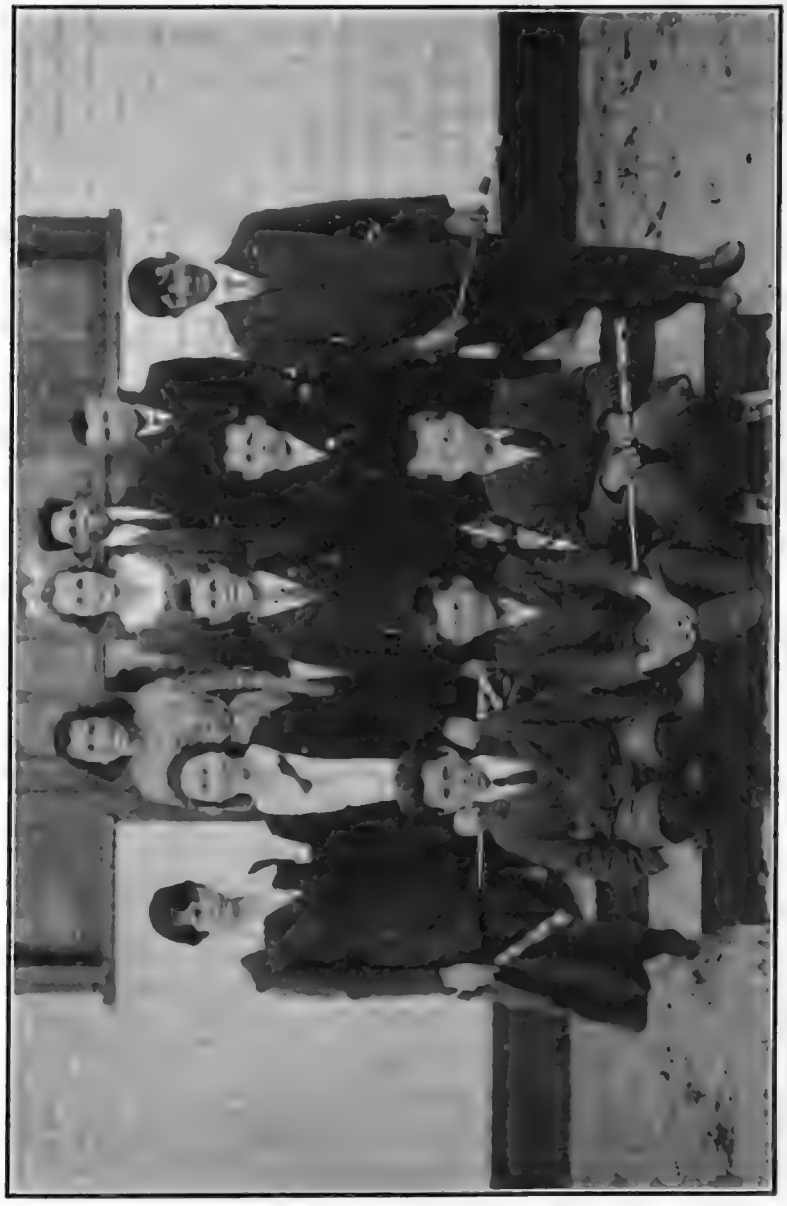
"The attendance was very materially improved during the year and the number of prosecutions necessary was limited to two." (*Inspector Crispo, St. Paul.*)

"Many parents are careless in the matter of sending their children regularly to school, and pay little attention to the warning notice sent out by the Attendance Branch. There is urgent need for a stricter enforcement of The Attendance Act, and where convictions are secured the fine should be heavy." (*Inspector Fife, Fort Saskatchewan.*)

"Of over half of the school districts maps have been made showing the exact location of each family and the number of children. These maps have been of great service in checking the census and in dealing with cases of truancy. Seventeen cases of truancy were taken into court during the year and convictions obtained. The pleas frequently advanced are that the children are over age, even when they are only thirteen years of age and in one of the lowest grades. A fixed grade of attainment irrespective of age would do much to improve the attendance." (*Inspector Bennett, Mannville.*)

"The School Attendance Act is continuing a salutary effect on the regularity of attendance throughout the schools of the inspectorate. There has been a steady decrease in the number of cases necessitating the application of penalties, and generally a warning notice has corrected any contraventions which existed." (*Inspector LeBlanc, Sturgeon.*)

"The scarcity of farm help played a part in making the attendance irregular during the fall." (*Inspector Butchart, Vegreville.*)



GRADE VIII PUPILS OF NON-ENGLISH PARENTAGE

EFFICIENCY OF INSTRUCTION

"Irregular attendance and the frequent change of teachers continue to be the chief hindrances to progress. Between schools where the teacher has been in charge for a considerable time, and schools where the teacher's tenure is short, the difference in progress and in the standing of the pupils is very marked." (*Inspector Butchart, Vegreville.*)

"In the short term schools there is retardation of from two to three years, due to long holiday periods and to too frequent changes of teachers. The number of pupils carrying on work in grades VIII, IX and X is increasing yearly." (*Inspector LeBlanc, Sturgeon.*)

"Most of the English-speaking schools have pupils in all grades up to VIII. The non-English schools have mostly the lower grades, seldom being above grade IV." (*Inspector Bennett, Mannville.*)

"The small town High Schools are doing good work in providing High School facilities for many boys and girls whose homes are in the country and providing the academic training for those who afterwards become the teachers of the rural schools near them. These small High Schools are struggling under heavy financial burdens and would welcome more financial aid than they are at present receiving." (*Inspector Fife, Fort Saskatchewan.*)

"The educational advantages offered in this inspectorate are rapidly increasing." (*Inspector Crispo, St. Paul.*)

HEALTH

"The travelling nurse introduced health supervision in this inspectorate this year. This phase of inspection work cannot be overestimated, and it is hoped that it will become a general practice in the near future." (*Inspector Crispo, St. Paul.*)

SCHOOL FAIRS

"Two school fairs were held in the inspectorate this year and were very successful. These fairs do more towards the practical teaching of Agriculture, Household Science and Manual Training in one year than could otherwise be accomplished in these subjects in several years. Agriculture is taught through the actual planting and care given to a home garden, supervised by the teacher in charge. At least twenty-five districts have gardens so supervised, and besides the actual Agricultural training given there is also correlation with Composition, Nature Study and Arithmetic. The Household Science and Manual Training which is taught was of special benefit in New Canadian districts where education along these lines is particularly needed." (*Inspector Crispo, St. Paul.*)

"At several of the fairs was a splendid display of grains. These would have been a credit to any fair in the Province. A programme of sports was carried out. The children paraded with special banners and sang patriotic songs." (*Inspector Bennett, Mannville.*)

EASTERN TRACT

This tract comprises a strip of territory along the eastern boundary of the Province extending from the North Saskatchewan to the Red Deer River.

Organization

"Three districts were erected during the year and three rural districts completed buildings and opened school for the first time. One graded school erected a new two-roomed school. Another built a cottage school, while a third enlarged its former building by the addition of two rooms." (*Inspector Parker, Vermilion.*)

"Not much organization work remains to be done in this territory." (*Inspector Fuller, Wainwright.*)

"The land still unorganized is very thinly populated and very little organization work will be done for some time." (*Inspector Gray, Consort.*)

"Four new districts were organized during the year. Two new rural schools were built and at least four more will be proceeded with in the spring. Two rural teacherages were built during the year and the Oyen school board has put up and furnished an excellent residence for the teachers of the town." (*Inspector Mitchell, Chinook.*)

Public Opinion

"The country on the whole is suitable for farming, but the drought of the last few years had taxed the endurance of the farmers to the limit. They may not give a great deal of consideration to the improvement of school grounds or to up-to-date heating arrangements, but they do want to have the schools open and in charge of capable teachers." (*Inspector Gray, Consort.*)

"The most favorable signs are the improved status and efficiency of the teachers, a general public sentiment favorable to the principles laid down in The Attendance Act, and the stronger desire for yearly schools, larger units of administration and better facilities for more advanced work in rural districts." (*Inspector Parker, Vermilion.*)

"One finds throughout the inspectorate a strong body of opinion in favor of a stricter enforcement of The School Attendance Act, a very encouraging sign indeed. There is also a wholesome interest in both the practical and theoretical side of educational problems, and a generous desire on the part of a great number of ratepayers to aid in their solution." (*Inspector Fuller, Wainwright.*)

"The Chinook inspectorate has shown a strong progressive spirit throughout the year. Fair crops together with tax enforcement have put the Municipalities on a sound basis. The outlook is hopeful, but careful and economical management of school affairs is demanded." (*Inspector Mitchell, Chinook.*)

Teachers

"Of the 108 teachers whose work was inspected, 21 have first class certificates, 66 second class, 9 third class, and 12 are teaching under permit. These figures show a reduction of over 35% of permits

and about 20% in third class certificates as against 1919. Seventy-two teachers had two or more years' experience, 17 completed a full year, and 19 had less than one year's experience. Fifty-five of these teachers had worked in the inspectorate during 1919, but only 35% of them retained the same school for more than the full year.

"Improved standing of teachers has been brought about largely by refusing to place inefficient and poorly qualified teachers in charge of schools. Rural trustees have been quick to appreciate improved service. One example of this is worthy of mention in detail: "During June, 1919, I visited a school and learned that the board had arranged to employ a permit teacher at $840.00. I spent the afternoon visiting the board and in explaining the advantages of a good teacher. They advanced the salary and secured a qualified teacher. In December, 1920, the board telephoned me to secure a 'good teacher' to send them, and to agree on their behalf to pay $1,200, or as much more as I found necessary." (*Inspector Parker, Vermilion.*)

"Out of the 108 teachers conducting schools in my territory during the fall term, only 18 were male. This is a condition which is deplorable, and the remedy it seems to me will lie in higher salaries, supplemented by a government pension scheme. The higher salaries that have been paid during the year are attracting some qualified teachers back into the profession, and in the coming spring there will be for the first time in the history of Alberta a product of three yearly Normal Schools. These two influences should militate not only to reduce the number of permit teachers and overcome the teacher shortage, but also to raise materially the general standard of teaching." (*Inspector Fuller, Wainwright.*)

"The work done by the teacher is on the whole improving. The lengthened Normal School means increased efficiency and the next few years should show great advances made in teaching." (*Inspector Gray, Consort.*)

ATTENDANCE

"The attendance in the school is improving from year to year. The law as it stands now is sufficiently stringent considering the conditions as they exist throughout the country and it has achieved its purpose." (*Inspector Gray, Consort.*)

"The operation of The Attendance Act seems fairly satisfactory. Only eight cases were referred to me by the Chief Attendance Officer for investigation." (*Inspector Mitchell, Chinook.*)

"The attendance during the fall term was fairly satisfactory. Owing to the heavy crop and the high price of labor with a falling market, there was a tendency during the months of September, October and November for some parents to keep the older children at home to work in the harvest fields." (*Inspector Fuller, Wainwright.*)

"The administration of The Attendance Act was very difficult during the early part of the year, owing to road and weather conditions. While no method proved as effective as a friendly visit, correspondence did the work to some extent. Prosecutions were made in two cases and one conviction secured." (*Inspector Parker, Vermilion.*)

WINTER OPERATION OF SCHOOLS

"There is a feeling in many parts of the inspectorate against the operation of schools in the winter. As a matter of fact many of these schools are summer schools merely from habit, for as soon

THE GRAMOPHONE ON THE PLAYGROUND

as the district has operated a school throughout the winter resulting in permanency of the teacher, holidays for the children in the natural holiday season, and opportunity in the winter for older pupils to continue their education, the people become strong advocates of that type of school." (*Inspector Gray, Consort.*)

PLAYGROUND SUPERVISION

"Outside of the village and town schools and some half-dozen rural schools, I have found little attempt at playground supervision. I am firmly convinced that every teacher has a duty to perform on the playgrounds as well as within the four walls of the classroom." (*Inspector Fuller, Wainwright.*)

HOT LUNCHES

"Several schools in the inspectorate have made commendable efforts to provide hot lunches or hot drinks for pupils during the cold months of the year. Wherever attempted, the scheme has been popular with both the parents and pupils." (*Inspector Fuller, Wainwright.*)

COLLECTION OF TAXES BY MUNICIPALITIES

"One of the chief obstacles to successful operation is the lack of money. This is due merely to inefficient methods of collecting taxes, and is most commonly found in districts lying outside of municipalities. All of the Municipal Councils in this inspectorate collect the school taxes, and the method is superior to that in which the individual district levies and collects the taxes." (*Inspector Gray, Consort.*)

FOSTER CHILDREN

"Some twenty homes were visited on behalf of the Department of Neglected and Delinquent Children. Most of the wards from this Department were found to be situated in suitable houses." (*Inspector Parker, Vermilion.*)

SCHOOL FAIRS

"The interest of parents and others equals that of the children, and if the fair does nothing more than interest the parents in the school work it deserves encouragement." (*Inspector Gray, Consort.*)

"Five very successful school fairs were held this year. In future the fairs will be under the supervision of the School of Agriculture in Youngstown, and still more effective supervision and assistance will be expected." (*Inspector Mitchell, Chinook.*)

"School fairs were a decided success throughout the inspectorate. They served a useful purpose in connecting the home and the school and engendered a wholesome interest on the part of ratepayers in the work of the children. The fair held at Winona School, almost thirty miles away from any town had an attendance equal to that of some of our small town agricultural fairs." (*Inspector Parker, Vermilion.*)

"Three very successful school fairs were held. In this connection it will be pertinent to say that in this inspectorate the school garden has given up its place to the home garden." (*Inspector Fuller, Wainwright.*)

OFFICIAL TRUSTEES

"During the year I was official trustee in three school districts. One of these was handed over to a school board in November. One of the others has only two families and four resident ratepayers. The district contains only four sections of assessable land, and three sections of leased land. Under these conditions an official trustee is necessary as school is operated for a term of six or seven months each year. The other district consists of an unproductive strip of sandy country and about one-half the ratepayers are Russians. Up to the present arrangements have been made with a neighboring district for the education of the three or four children and a small levy has been made to cover the expense of providing for a fund against the time when more elaborate arrangements would have to be made." (*Inspector Mitchell, Chinook.*)

TEACHERS' RESIDENCES

"Two residences were built during the year in foreign settlements. Prior to their erection the mere operation of the schools depended on whether the teachers liked their boarding places, and as a rule the schools were closed for the larger part of the year. Both these districts have yearly schools in charge of qualified teachers who have expressed the desire to remain for another year. They have organized night schools for adults and in many ways have shown a keen interest in their work among these New Canadians.

"The success achieved by these rural schools varies directly as the number of days the schools remain open during the year." (*Inspector Gray, Consort.*)

WESTERN TRACT

This tract embraces the territory extending from Edmonton to Macleod along both sides of the C.P.R.

Organization

"With the exception of two or three small areas the inspectorate is organized into school districts." (*Inspector McLean, Lacombe.*)

Operation

"With the exception of three schools, two of which have been closed on account of there being no children, every district has had a teacher for at least a portion of the year. In the majority of districts the school term is now the same length as in town and city schools." (*Inspector Robertson, Leduc.*)

"Of the 85 rural districts in the inspectorate there are 60 that operate yearly schools, two that have no school building, two that have no resident children, three that send their children to other schools, and the remaining 18 that operate from seven to nine months each year. Several of these districts have announced their intention of operating full time in 1921." (*Inspector Nelson, Wetaskiwin.*)

"The problem in West Saunders S.D. No. 3999 is the method of financing, there being no land assessable, but only the mine property and the railway. As you have given your consent to the collection of a $4.00 poll tax the difficulty will be lessened and the mining company is willing and anxious to co-operate with me as official trustee so I have every reason to hope that that office may soon be surrendered to interested board." (*Inspector Gibson, Red Deer.*)

"Seventy-three per cent. of the schools possible of operation were in operation early in January, 1920. By April 97% were in operation and for the first term employed qualified teachers." (*Inspector Aylesworth, Olds.*)

Enrolment

"No. of Districts with from 1 to 5 pupils enrolled 12
No. of Districts with from 6 to 10 pupils enrolled 19
No. of Districts with from 11 to 15 pupils enrolled 23
No. of Districts with from 16 to 20 pupils enrolled 15
No. of Districts with from 21 to 25 pupils enrolled 10
No. of Districts with from 26 to 35 pupils enrolled 5

"As will be seen, about 40% of the schools are very small when only five may be considered having a large attendance. Seven of these districts are operating under the provisions of Sections 13 and 165. The education of the children of a small school in the adjoining district under agreement has proved so successful this year that I propose to give this plan more encouragement in 1921. Forty-six districts have pupils in Grade VIII, and three are undertaking Grade IX." (*Inspector Boyce, High River.*)

TEACHERS

"During the past year the standing in rural schools in my inspectorate was determined by written test to a greater extent than ever before. The results were surprisingly good and very encouraging. A much higher type of service is being given by rural

A FINE TYPE OF RURAL SCHOOL

teachers than is generally supposed. Moreover, since the extension of the Normal Course to eight months, we are receiving from our Alberta Normal Schools the highest type of teacher we have ever had from any source." (*Inspector Aylesworth, Olds.*)

"I believe the Red Deer inspectorate to have been fortunate in the quality of its teachers in the year 1920. The following grading statistics will bear this out. Last year I made 188 visits to schools, and made a careful grading in each case. Eighty-three of these were second visits to the same schools. Of the 188 graded, 75% were excellent, very good or good; 14.36% were fairly good; 9.58 were fair; and only 1.06 were poor. Translating these figures I estimated that 90% of my visits found the rooms operating with success in varying degrees. In 9% I found the pupils receiving an education not fully satisfactory but justifying the retention of the teachers in view of the then dearth of fully qualified and skilled teachers." (*Inspector Gibson, Red Deer.*)

"During the past 10 or 12 years the Lacombe High School has been successful in the preparation of many students for the grade XI and XII examinations and these after graduating from one of the Normal Schools are generally anxious to secure schools as near as possible to their homes. In the matter of securing teachers an inspectorate in which there is a good High School has a decided advantage over one where it is necessary to look elsewhere for nearly the entire supply. The schools, as well as being nearly all in operation for the whole year are, with a few exceptions, in charge of certified teachers. I find that the teachers are giving good satisfaction." (*Inspector McLean, Lacombe.*)

"The time appears to have come when Alberta must produce its own teachers. These, in my opinion, must come largely from rural schools. The two-roomed school and the best one-room school must equip them. A one-roomed school in this inspectorate has recently supplied two teachers and last July passed five grade VIII pupils, three of whom are now in Grade IX. The teacher in this district has been there for seven and one-half years. He is a married man and apparently has settled down more or less permanently in a home of his own." (*Inspector Robertson, Leduc.*)

ATTENDANCE

"The attendance of pupils is quite good and this is due largely to the watchfulness of the Attendance Branch. I found the most regular attendance to be in the Finn district in the wooded country, near the Saskatchewan River, and the most irregular in the older and wealthier districts." (*Inspector McLean, Lacombe.*)

"The work of the Attendance Branch has been effective during the year. The ratepayers as a rule are in sympathy with the Act and its enforcement. Of the cases that were submitted to me I found it necessary to prosecute 14." (*Inspector Robertson, Leduc.*)

"The attendance during the fall term, especially in November and December, has been exceptionally good, in many cases reaching from 90% to 100%. I note a much clearer knowledge of the Act on the part of the ratepayers all through the inspectorate, and this is mainly traceable to the warning notice." (*Inspector Nelson, Wetaskiwin.*)

"With a few exceptions all of the schools succeeded in getting a teacher early in the term and remain open until Christmas." (*Inspector Boyce, High River.*)

"I am pleased to be able to report that from the information supplied me by your Department truancy and inattendance appear to have been practically nil during the past year." (*Inspector Gibson, Red Deer.*)

"There is every evidence that The School Attendance Act is being enforced in my inspectorate. In a number of schools I found the percentage of attendance over 90. Not as much can be said for the punctuality of rural pupils as for the regularity of their attendance. Retardation can be traced back as often to their tardiness as to their irregularity." (*Inspector Aylesworth, Olds.*)

SALARIES OF TEACHERS

"No. of Districts paying	$ 900.00	and less than $1,000.00	7
No. of Districts paying	1,000.00	and less than 1,100.00	20
No. of Districts paying	1,100.00	and less than 1,200.00	8
No. of Districts paying	1,200.00		23
More than $1,200.00			3
Total			71

Average salary of 21 districts $1,121.55." (*Inspector Boyce, High River.*)

FOSTER CHILDREN

"Visiting the homes of foster children placed by the Department of Neglected Children proved an interesting feature of the term's work. In nearly every instance the foster parents gave me a hearty welcome and expressed their appreciation of the fact that some other than themselves was interested in their adopted child." (*Inspector Boyce, High River.*)

LOANS TO NORMAL SCHOOL STUDENTS

"During 1920 the loan policy of the Department of Education drew into the Normal Schools of the Province from my inspectorate several of the brightest and most gifted young people who would otherwise have been lost to the profession. The value of this policy to the future educational interests of this Province cannot be overestimated." (*Inspector Aylesworth, Olds.*)

TEACHERS' RESIDENCES

"Two houses of the better types, which provide comfortable living conditions, have been built during the last year. There has been a strong demand for these homes. Four school boards have secured sites and are contemplating building houses during 1921." (*Inspector Robertson, Leduc.*)

"There is a growing interest in teachers' residences in my inspectorate. Residences built in recent years are of a much higher type than those formerly erected." (*Inspector Aylesworth, Olds.*)

CONSOLIDATED SCHOOLS

"There are three consolidated schools in this inspectorate. While the expense of vans may be high, and the difficulties of conveyance at some seasons of the year very great, there can be no question regarding the superiority of the instruction as compared with that in the average one-roomed rural school. In addition to the fact that many rural pupils have access to the High School education

free of extra cost, many good things may be said about the advantages of the graded consolidated school." (*Inspector Boyce, High River.*)

TWO-ROOMED SCHOOLS

"There are nine two-room schools at present in this inspectorate. The type of work being done in these is much superior to that done in the one-room school. Already many people are beginning to realize this and there will be an increased demand for this type of school." (*Inspector Robertson, Leduc.*)

SUMMER SCHOOL COURSES

"The effect of the Summer School on those teachers who attend is excellent. They go back to their schools with renewed earnestness and enthusiasm. They are interested in putting into practical application what they have learned, and I find them more optimistic and more of an inspiration to the pupils." (*Inspector Robertson, Leduc.*)

URBAN CENTRES

"The quality of education in the larger centres in the Red Deer inspectorate is high; several of them are confronted with serious problems. In both Red Deer and Innisfail the problem of taxation is most serious. In Red Deer the demand for school purposes will be nearly 30% greater for 1921 than for the past year.

"About 30% of the pupils in the high schools are from outside the district, and the additional grant earned by the district in giving them free education does not meet the additional expense entailed by their presence in the schools. A similar condition obtains to a certain extent in the public schools, and the board has been compelled to announce that it will exclude children who are not resident in Red Deer. The Ordinance of course provided for the payment of fees in the latter case but the collection of these has been found difficult and distasteful." (*Inspector Gibson, Red Deer.*)

"In the towns of the Crow's Nest Pass the population has increased very rapidly and school boards there are finding the problem of providing school accommodation for the children by no means easy to solve. Bellevue, Blairmore and Coleman have been building during the past year, but no sooner are additional class rooms ready for occupation than they are filled to capacity, and the boards are compelled to face anew the problems of building." (*Inspector Hutchison, Macleod.*)

MENNONITE SCHOOLS

"There is only one Mennonite (or, rather, Hutterite) district within the inspectorate. This is the Stand Off District, situated about 20 miles south of Macleod. The school is in charge of a married man who resided in the teacher's residence within the district. He has first class professional standing, is a faithful, careful instructor, with a good knowledge of the best methods to adopt in the instruction of foreign children. These Hutterites appear to be quiet, industrious, inoffensive people. They gave no evidence whatsoever of being in any way opposed to our system of education. On the contrary,

their leader displayed a deep interest in the school and inquired closely into the progress the children were making in school, especially in the learning of English. He volunteered his heartiest co-operation in anything he could do in making the school a success, in seeing that the children attended regularly, in making conditions favorable for the teacher to live there and do his work. When it comes to the paying of taxes in order to support the school, we find in the Hutterites a people who pay, and who pay without evasion, murmur or complaint. During the present year the English-speaking ratepayers, among whom were those who had sold certain of their lands to these Hutterites at high prices, strenuously objected to paying taxes to support a school designed for the education of foreigners. They succeeded in their efforts to have their lands withdrawn from the district. This reduced considerably the area of the district and threw an added burden of taxation upon the Hutterites, yet no complaint was heard from these people. They assumed the additional obligation as though it were the inevitable and went on paying their taxes as quietly and complacently as before. Had a similar thing happened in the English district, what a storm we would have had to face!" (*Inspector Hutchison, Macleod.*)

INCREASING INTEREST IN EDUCATION

"There is an ever-increasing number of pupils preparing themselves for high school education. In nearly every rural school there are pupils completing the public school course, and it would appear that if they are to be given an opportunity to go on, the capacity of our high schools will soon have to be dealt with. Every town and village school, as well as many of the rural schools, is overcrowded. The interest taken in education is becoming greater." (*Inspector McLean, Lacombe.*)

"It is interesting and gratifying to note that the Local Women's Institute and the W.F.W.A. Locals are doing good work in the rural schools in this inspectorate. They are often instrumental in securing boarding houses for the teachers, in instituting hot lunches for the pupils, and in providing equipment for the same, in having individual cups and towels provided and in insuring cleanliness and proper decoration for the walls. In addition to this they rendered valuable assistance during 1920 in the examination and criticism of the course of studies for rural schools." (*Inspector Aylesworth, Olds.*)

CENTRAL TRACT

This tract embraces the central portion of the Province from Camrose to Strathmore.

Development

"At the close of the year I was appointed lecturer in Mathematics in the Camrose Normal School, after having served continuously as inspector in the Hardisty inspectorate for over eleven years. The original inspectorate was about 100 miles square. There are now seven inspectors working in this territory. In the early days of my work pioneer conditions prevailed. The schools were few and scattered, there were no fences and we trailed across country at will. Now all the country is organized into school districts, the land is fenced and under cultivation and we have to keep to the road allowances. The homesteaders' shacks have been largely replaced by comfortable farm houses. From year to year as settlement advanced school facilities were provided. Now satisfactory school buildings have been erected and annual schools are conducted. Both the Department of Education and the people have played their part faithfully in providing educational facilities for the young. The original wild, uninhabited prairie country has become a well-established part of civilization." (*Inspector Walter Scott, Hardisty.*)

General Conditions

"The winter of 1919-20 was the longest and most severe that I have known in the eleven years that I have been an inspector in Alberta. Thanks to the late spring the grain crops were good on all except the lightest land. Cattle and horses made a quick recovery when the snow left the range. Conditions on the farm after two years of shortage became normal. In spite of the unpromising outlook early in the year the schools were kept in operation as usual. They have been successfully financed and the number of yearly schools has increased. Individual districts, however, still manage to keep closed for part of the year on various pretexts." (*Inspector Scott, Hardisty.*)

"Good roads radiate from every railway centre to practically every district in the inspectorate unless cut off by some topographical difficulty. Very few children lack a good road to school. In general, the financial affairs of the inspectorate are in satisfactory shape. Owing to the recent good crops, taxes are paid promptly. It is observed that those districts have least worry where the collection of taxes is in the hands of the Municipalty." (*Inspector Carr, Castor.*)

"One new district was formed during the year. The remaining unorganized territory would make but two districts.

"The growth of the Big Valley school has been phenomenal. In 1919 it had but two rooms; in June, 1920, three rooms; in April, four; in September, five. A sixth room was needed before the close of the year." (*Inspector Thibaudeau, Stettler.*)

SECONDARY SCHOOLS

"The development of high school centres in the towns in this inspectorate is to be commended. It gives many young people an opportunity for education that they would otherwise lose. In addition it supplies very successful teachers for the rural schools. These teachers have the same interest as the pupils, they have the rural viewpoint, fit well into their environment and realize quite well the difficulties to be met and the problems to be solved in a rural community." (*Inspector Carr, Castor.*)

"The mental attitude which prevents teachers from going to country schools is, I believe, the result of the city girl's environment and an exaggerated idea of the inconveniences of country life. I am more and more convinced that so long as we are compelled to draw the greater number of our teachers from the cities and towns, so long we shall have the problem of filling our rural schools with capable teachers who appreciate the work they have to do." (*Inspector Liggett, Strathmore.*)

INTERIOR OF A SCHOOL VAN

CONSOLIDATED SCHOOLS

"My three consolidated schools are doing splendidly in serving the educational interests of these communities. One parent states that consolidation has meant thousands of dollars to him already. His children are getting a high school education and they are at home under parental care and guidance. His taxes are lighter than they would have been had his district operated its own school, as it had but a small area of 37 quarters." (*Inspector Thibaudeau, Stettler.*)

"The Hastings Coulee consolidation represents the union in school interests of three rural districts, quite removed from any village or town, being a purely rural institution. This community

secured for its school service three first class teachers, thus having all the advantages of the town graded school." (*Inspector Russell, Camrose.*)

"There are five consolidated school districts in the inspectorate. For the first year or two after consolidation there was a desire in some of the districts for disestablishment on the grounds that the ratepayers were not getting value for their money. For the past two years a much higher type of work is being done. High school facilities are afforded and this antipathy has almost entirely disappeared. In its place there is a feeling of pride and satisfaction that it is possible for their boys and girls to secure high school training without having to leave home." (*Inspector MacGregor, Three Hills.*)

HEALTH SUPERVISION

"During the year the Department of Public Health decided to station, temporarily at least, a Public Health Nurse in the Hardisty inspectorate. Although the public health nurses are in no way connected with the Department of Education I gave every assistance possible. The inspection work done by the nurse has been of very great benefit to the schools and has been especially appreciated by many parents who learned from the nurse of the physical defects of their children." (*Inspector Scott, Hardisty.*)

"The public health nurse completed inspection of nearly every school in the inspectorate during the year." (*Inspector Thibaudeau, Stettler.*)

TEACHERS

"The professional standing of the teachers in this inspectorate whose work I had the privilege of examining, is indicated as follows: 26.69% held first class certificates; 52.35 held second class certificates; 10.93 held third class certificates, and 7.03 held permits to teach. The percentage of permit teachers was considerably less in 1920 than in 1919. Generally speaking there is a strong desire on the part of the school boards to have their schools in charge of fully qualified teachers." (*Inspector Russell, Camrose.*)

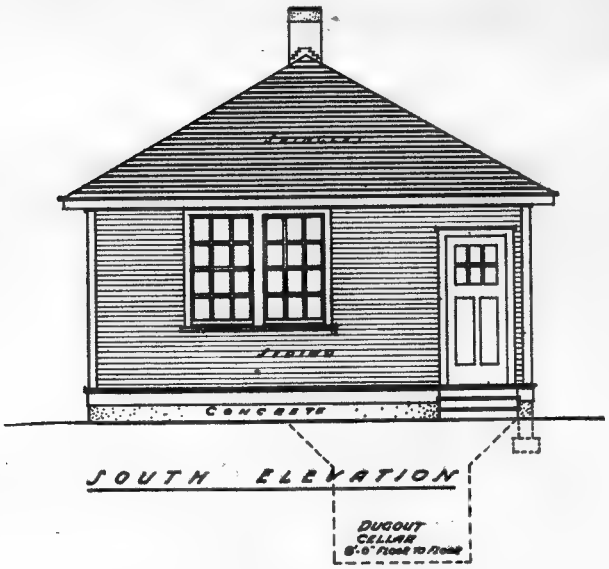
"The teacher supply was limited, although those boards who were on the alert and arranged for their supply early experienced no difficulty in filling their schools." (*Inspector MacGregor, Three Hills.*)

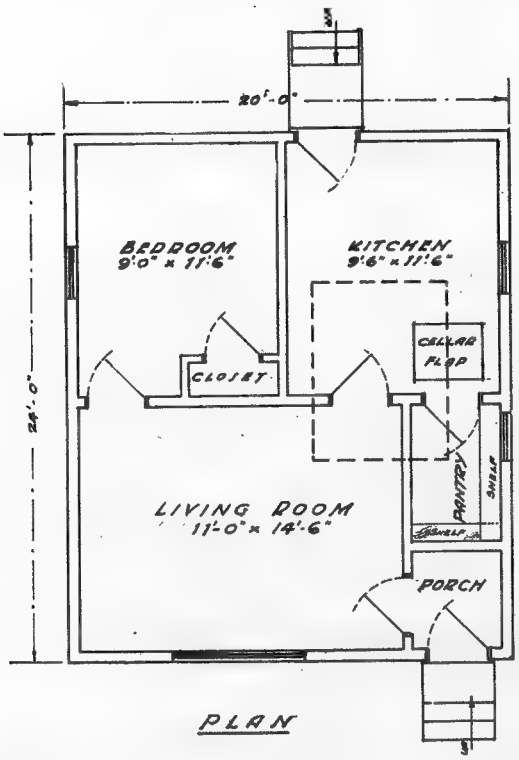
TEACHERS' SALARIES

"The past year saw the shortage of teachers reach the climax. During the first months of the year salaries rose from about $900 or $1,000 to $1,200 on the average. I believe this increase in remuneration will result in inducing more high school students to enter the profession." (*Inspector Thibaudeau, Stettler.*)

TEACHERS' RESIDENCES

"The question of the erection of real residences for teachers is being considered by districts in all parts of the inspectorate. For several years many of the districts have had one or two-roomed houses, and Wyoming school district has had a three-roomed house, a stable and a large garden. Poplar Dale school district has erected





TEACHER'S COTTAGE—THREE ROOMS

a substantial residence with stable and garden. This has resulted in making the teacher a real resident and citizen of the district. Other school districts are arranging to follow this example." (*Inspector Scott, Hardisty.*)

TWO-ROOM SCHOOLS

"A very fine two-room school of excellent type, generously equipped, has been built at Heisler. There has been considerable inquiry and discussion as to the two-room school project in certain districts where the school population is large. The two-room schools put into operation in Round Hill and Polska districts in 1919 have given very great satisfaction and have exemplified to the several school boards and ratepayers interested the wisdom of this movement." (*Inspector Russell, Camrose.*)

FINANCES

"There has been brought to my notice no serious charge on the part of debenture and bond-holders of school district securities with respect to dilatoriness of school boards to promptly meet their financial obligations. It would appear that there has been a disposition and an ability on the part of school districts to meet such obligations promptly." (*Inspector Russell, Camrose.*)

"Loans were recommended only in the case of three districts. These were situated in a hail-swept area. As this is a very fertile area there should be no difficulty in collecting during the coming year sufficient taxes to meet all obligations." (*Inspector Liggett, Strathmore.*)

"The whole of this inspectoral district was again favored with good crops during the year 1920, and as a result the finances of all districts are in a most satisfactory condition." (*Inspector MacGregor, Three Hills.*)

SUPERVISION OF PLAY

"Our teachers are not yet measuring up to their responsibilities or privileges in regard to the supervision and direction of school ground activities with respect to school games and sports. It is very remarkable that so few teachers are alive to the great opportunities that are afforded them on the school grounds for the inculcation of a becoming school spirit and for the laying of the foundation for the fundamental principles of good citizenship. Why there should be this lack of inclination or this indifference towards this very vital part of the school work, I am unable to conceive." (*Inspector Russell, Camrose.*)

"Playground equipment was noticeably improved and increased during the year 1920. Teachers continue to pay more attention to the children during recess and noon periods, and evince greater interest in their physical and moral development. Our fifth annual school sports were held on June 3rd at Stettler, and proved most successful; 225 children won prizes. Over 700 adults paid admission." (*Inspector Thibaudeau, Stettler.*)

HOT LUNCHES

"A number of schools have carried on the work of providing a hot lunch at the noon hour. In every instance it has proved a

success and contributes to the efficiency of the school." (*Inspector Liggett, Strathmore.*)

"The serving of hot noon lunches is steadily increasing and everywhere yields splendid results." (*Inspector Thibaudeau, Stettler.*)

ATTENDANCE

"There has been a better effort made on the part of the parents to cause their children to attend school regularly. It appeared to me that there was a decrease in the number of cases of palpable neglect on the part of parents to send their children to school, and that the chief reason for the detention of pupils from school was scarcity of labor and the high rate of wages generally prevailing. Ten cases of infraction of The School Attendance Act were in Court; in each case conviction resulted." (*Inspector Russell, Camrose.*)

"The attendance as a whole has been good." (*Inspector Carr, Castor.*)

"The work of administering The Attendance Act during the year was not arduous. In the main the people have a desire to give their children the advantages of an education." (*Inspector Liggett, Strathmore.*)

INSPECTION OF SCHOOLS

"I inspected all of my schools once during the past year, all but two rural schools and one town school twice, several schools three times. One rural school four times, once for each teacher." (*Inspector Thibaudeau, Stettler.*)

RECORD ATTENDANCE FOR PUPILS

"During the year I started a record sheet on which the teachers enter each pupil's name, date of birth, and date of entry into each grade, together with the number of days' attendance while in that grade. Already these are proving interesting in showing how rapidly or slowly the pupils are being advanced. Two cases are worthy of special mention. The first teacher of a certain school remained for two years. Her highest class comprised six pupils; has made grades IV, V and VI with an average attendance in each grade of 91 days. In another school, the teacher who remained for two years at three pupils who started in grade I, and advanced three grades with an average of 89 days to a grade. These cases show decisively the great importance of retaining a good teacher from year to year. The inspector's tests provide a check against too rapid promotion, as the classes will not in that case make a good showing. Record sheets of this kind should prove a stimulus of some power." (*Inspector Thibaudeau, Stettler.*)

SCHOOL FAIRS

"One of these fairs, Battle Bend, was a purely rural fair. This was an experiment in two respects. Only rural districts were included and the fair was held in a rural school, also, as there were but five districts, the area included was small. As a result of the experiment it was thought advisable to encourage the organization of purely rural associations, and reduce the size of the area included in an association." (*Inspector Scott, Hardisty.*)

GROUND AND BUILDING IMPROVEMENTS

"The attitude of school boards with respect to the appropriation of funds towards the improvement of school grounds and school property in general is very discouraging. There is marked evidence of a lack of pride and interest by school districts in their grounds and buildings. It would appear reasonable to infer from this dearth of appreciation of what school property stands for, that the public interest in our schools is somewhat individual and local, and is not, in any very marked sense of the word, general. The time is due for a launching of a crusade by our teachers, school boards, and local organizations, in the interests of school house and school ground beautifying and improvement." (*Inspector Russell, Camrose.*)

"Several factors contributing to the efficiency of the school do not receive sufficient attention at the hands of the boards. It is very uncommon to find the grounds properly levelled, shelterbelts planted, the stable, woodshed and closets properly located. The influence of order, beauty and cleanliness acting unconsciously on the mind of the child is not rated high enough." (*Inspector Carr, Castor.*)

BUILDING COSTS

"On account of the high cost of building material, the unsatisfactory condition of the money market, some village districts that had planned erecting new buildings were obliged to postpone operations." (*Inspector MacGregor, Three Hills.*)

SOUTHERN TRACT

The territory embraced under this heading extends across the south of the Province from Macleod to the eastern boundary, and extends north in the central part of Hanna.

General Conditions

"The prosperous years of 1915 and 1916 caused an increase in population. Crops since 1916 have been extremely poor. Because of existing conditions school boards have found great difficulty in securing funds to operate their schools. The efforts of the Department of Municipal Affairs in collecting arrears of taxes have materially assisted many school boards. During the year 1920 thirty schools were operated by government loan assistance after their bank credit had been exhausted." (*Inspector Cartwright, Irvine.*)

"The north-western and western central parts of this inspectorate had fair crops this season, but in the eastern and southern portions the crops were very poor." (*Inspector Scoffield, Foremost.*)

"A rather serious situation exists in the southern portion of the inspectorate owing to poor crops in that area. It is with the greatest difficulty that schools are being operated and it is almost out of the question to build new ones. In spite of these serious difficulties many of these districts have gone ahead with temporary or permanent school buildings. It is a strong tribute to their spirit and perseverance and optimism that they have made progress in the face of these serious disadvantages. In other parts of the inspectorate the crops were fair average, and many improvements have been made in the schools. Practically all are in good condition." (*Inspector Dobson, Hanna.*)

"Reluctance of school boards to meet the building needs in eleven districts was due in most cases to the instability of finances and the high rate of interest or the prolonged drought conditions with consequent fluctuation of population." (*Inspector Mackenzie, Brooks.*)

Operation

"There was a noticeable improvement this year in the number of schools in operation and their extended length of term. General pressure to extend the length of term resulted in substantial increase, from three to twelve schools across the Red Deer being held open during the winter. It is reasonable to expect that neighboring schools will follow their example." (*Inspector Mackenzie, Brooks.*)

"Every district in this inspectorate, where there were sufficient children to warrant it, has been in operation for a part of the year, at least, and when the teacher shortage closed some of the schools, parents in such districts immediately moved their families so as to provide for the education of the children.

"The teacher shortage has not been as pronounced here as in other parts of the Province. In a measure this has resulted from the particular community life existing in this part of Alberta." (*Inspector Williams, Cardston.*)

"In connection with the operation of the schools in my inspectorate I am pleased to report that in spite of the shortage in the supply of teachers, the difficulty of collecting taxes, and the remote location of many of the districts from the railway, there was not a single district containing children of school age and possessing a school building that was not afforded the advantages of teaching." (*Inspector Scoffield, Foremost.*)

"Ninety per cent. of the districts operated throughout the full term, in charge, for the most part, of fully qualified teachers. This record is the more remarkable considering the fact that two-thirds of the rural area is in the drought-stricken section of southern Alberta. The area in question lies almost wholly in the proposed northern Lethbridge irrigation scheme." (*Inspector Watson, Lethbridge.*)

SALARIES OF TEACHERS

"The school districts are anxious to obtain fully qualified teachers and very few of them offered a salary of less than $1,200. One rural school with a teacherage, but fifteen miles from a station, has been willing to pay $1,500 for an experienced first class teacher. The majority of the boards realize that a weak teacher is dear at any price, and consequently demand at least training and, if possible, experience in the teacher they engage." (*Inspector Watson, Lethbridge.*)

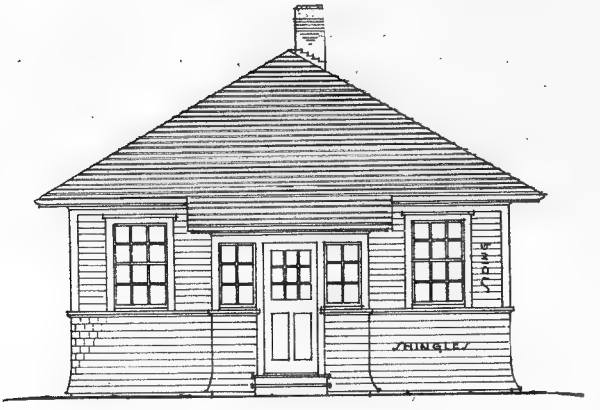
"Almost everywhere throughout the inspectorate the minimum salary being paid qualified teachers for rural schools is $1,200. School boards have responded readily to the teachers' demands for increased remuneration, but with the teachers' demands for higher salaries has come a counter-demand for increased efficiency. Boards are inquiring more closely into the quality of the service the teacher is giving, and are anxious to discuss with the inspector the type of work that is being done in the school in return for the salary that is being paid." (*Inspector Hutchison, Macleod.*)

TEACHERS

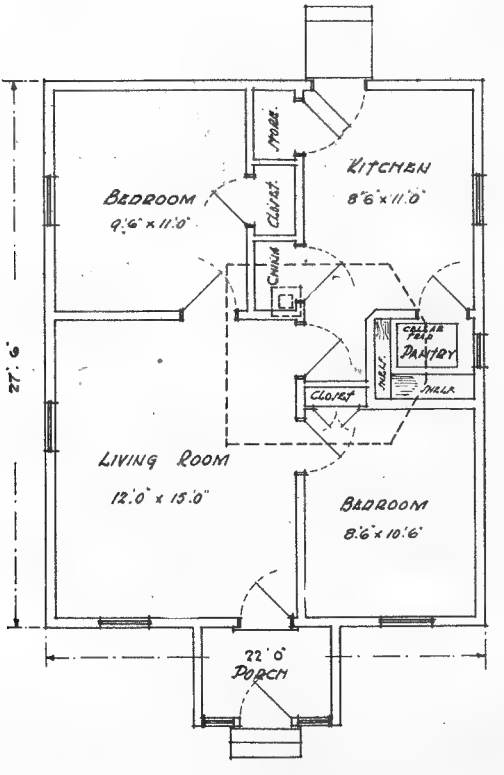
"The teachers' status has been satisfactory and there has been a degree of permanency in tenure as well. Public opinion is decidedly adverse to the permit teachers and at the present time only six such teachers are to be found in the inspectorate. In many cases this question has been solved by inducing married lady teachers to take charge of schools, and the presence of suitable residences close to the schools has made this possible. Thirteen in all returned to the teaching profession, eleven with professional certificates, one with an interim and another teaching on a permit. The work done by all of them is of a very high standard and the districts engaging them have benefited by their return to the profession." (*Inspector Williams, Cardston.*)

"There has been a pleasing improvement in the qualifications of teachers with a definite corresponding advance in the average standard of work." (*Inspector Mackenzie, Brooks.*)

"I have not noticed any marked change in the quality of the teaching in the schools of this inspectorate during the year. According to my estimate of the total number of schools visited 10% of the work done was weak, 49% fair, and 41% of the work ranged from good to excellent." (*Inspector Scoffield, Foremost.*)



FRONT ELEVATION



PLAN

TEACHER'S COTTAGE—FOUR ROOMS

QUALITY OF THE WORK DONE

"On the whole the subjects of the course are being fairly efficiently taught. Where there are a considerable number of grades under one teacher the major portion of the time is given to instruction in what are deemed to be the more essential subjects. Reading, Writing, Spelling, Literature, Arithmetic, and Composition always receive their due share of attention. In many of the schools conditions are quite unfavorable for doing much out-of-door work in Agriculture and little is attempted along that line. Home gardening is, however, carried along to quite a considerable extent." (*Inspector Hutchison, Macleod.*)

TEACHERAGE

"Few teachers remain longer than one year in a school and this has proved highly detrimental to the progress of the pupils. Little improvement can be hoped for, however, until the accommodation provided for the teacher is made more attractive." (*Inspector Mackenzie, Brooks.*)

THE SCHOOL AS COMMUNITY CENTRE

"The school as a community centre has become more of a practice than a theory throughout the year, and most teachers, though possessing no special training, accepted the responsibility as leaders and found a ready response from their districts in the undertakings they initiated. During the summer the social activities gave expression to themselves in the form of picnics. In one instance eight schools combined in a union picnic and reciprocal picnics were shared in by two other districts. The competitive programmes and sports, the social intercourse, and the enthusiasm involved, created a spirit hard to acquire otherwise in places removed from any but local amusements. Monthly gatherings held in other districts put the teachers and parents on a sympathetic basis which appeared in the harmony and goodwill throughout. Christmas entertainments in foreign districts unacquainted with the customs peculiar to this country were highly appreciated, while 'Decoration Day', with appropriate exercises, held in one school created a valuable precedent in that community." (*Inspector Mackenzie, Brooks.*)

"Community work in the form of Literary Societies, school entertainments and picnics has been carried on successfully in several districts and in one rural district classes for Canadian Standard Efficiency Tests have been carried on by an enthusiastic schoolmaster for two years." (*Inspector Scoffield, Foremost.*)

SECONDARY EDUCATION

"Sufficient time has now elapsed to observe some advantages of increased grants to two-roomed schools offering high school opportunities. The fact that there was the possible provision for continued studies encouraged the pupils in senior rooms to apply themselves with a definite purpose. The grants are usually used to increase salaries in order to secure more efficient teachers. In one school of this type, operating for the first time this year there are nine pupils in Grade IX, and nine in Grade VIII. The possibility

for the training of these pupils depends entirely on this special grant. The people in general are anxious for the higher training and co-operate heartily with any plans for this attainment." (*Inspector Mackenzie, Brooks.*)

"There are two town schools within the inspectorate. As in every town school the attendance is considerably augmented by the children of families that have moved in from rural districts to obtain elementary and secondary schooling for their children. The interest manifested in secondary education among rural people is increasing and the demand that their children have opportunities equal to the town or city child is becoming more insistent." (*Inspector Buchanan, Medicine Hat.*)

"The urban and consolidated schools continue to do good work in almost every instance. More pupils wrote on Departmental Examinations in 1920 than ever before, and this number will be materially increased at the Midsummer Examinations in 1921." (*Inspector Scoffield, Foremost.*)

PROMOTIONS WITHOUT EXAMINATION

"The new rules and regulations governing departmental examinations seem to have worked out satisfactorily in this inspectorate.

"Departmental results, principals' recommendations, and the inspector's report on the class have shown a uniform degree of grading: for example, one grade recommended for exemption was, owing to a certain technicality, forced to write on the Departmental Examinations, the results showed twenty-six successful out of a class of thirty-two. Out of a class of thirty-five in another school, which was not recommended for exemption, only fifteen were successful." (*Inspector Williams, Cardston.*)

COURSE OF STUDIES

"The course of studies has received considerable attention. At the beginning of the year circulars were sent to all teachers requesting them to keep a weekly record of the work done by them. In the larger centres the staffs were advised to block out the course so as to make eight sections on each subject for each grade. The younger members of the staff have greatly benefited by the conferences which this entailed upon the grade teachers. Since the inception of this plan the work in the schools has been found more exacting, due to the desire of the teacher to bring the weekly record up to what was expected by the monthly record." (*Inspector Williams, Cardston.*)

NOTES

"The geography of this territory calls for teachers' institutes in preference to one centralized conference. Initial arrangements were made for three institutes." (*Inspector Mackenzie, Brooks.*)

"In the Drumheller Valley, where the coal mining industry flourishes, several technical classes have been organized under the supervision of the Director of Technical Education." (*Inspector Dobson, Hanna.*)

"Tree-planting on the prairie is often discouraging on account of the lack of water. The town of Hanna has set a good example

in this regard as the board arranged to have a large number of trees planted last spring. Most of these are living." (*Inspector Dobson, Hanna.*)

"Quite a number of the teachers from this district attended the summer school last year. The courses were greatly appreciated by those who attended and several whom I have inspected have shown a marked improvement in their work." (*Inspector Dobson, Hanna.*)

"In a number of instances I have endeavored to get school boards to introduce medical inspection in the schools. This autumn one of my rural districts has tried it out for the first time." (*Inspector Scoffield, Foremost.*)

"It has been the good fortune of this district to have quite thorough medical inspection during the year by the Public Health Nurse. This work has been greatly appreciated by the people. In one case a threatened scarlet fever epidemic was detected and checked by the prompt action of the nurse." (*Inspector Dobson, Hanna.*)

"During the year thirteen cases were dealt with under The Attendance Act, and convictions obtained in eight cases. Two of the others had left their respective districts, and the attendance had so improved in three instances that it was decided to withdraw the cases." (*Inspector Williams, Cardston.*)

"With one exception the seven Hutterite schools have operated successfully for the full year. The teachers in these districts have emphasized the teaching of English. They report that the children of the schools, as well as the adults, have been making good use of the school library." (*Inspector Williams, Cardston.*)

CITIZENSHIP

"The instinctive aversion to naturalization evinced by a number of our cosmopolitan immigrants, the tardy acceptance of others who are prompted ultimately by purely business motives, the non-appeal of Canadianism to the rising generation who still cherish the traditions and sympathies of their parents, and the anticipated increased immigration of 1921 challenge the schools which are the fountainhead of all national ideals to recognize the need for an increased and immediate vigorous effort to inculcate a real and positive affection in these people for the land of their adoption." (*Inspector D .H. Mackenzie, Brooks.*)

CITY SCHOOLS

Inspection of City Schools

In August, 1920, the Department of Education, in response to a demand by the urban school boards of the Province, decided upon the policy of providing more complete inspection of the city schools. The decision was important from the standpoint of the Alberta School System inasmuch as it militates against decentralization and a system of local inspectors and maintains the traditional Alberta System of centralization.

CITY OF EDMONTON

The distribution of enrolment for the Public Schools of Edmonton according to Grades is as follows:

Kindergarten	326	Grade IX	476
Grade I	1,866	Grade X	232
Grade II	1,380	Grade XI	199
Grade III	1,225	Grade XII	59
Grade IV	1,116	Jr. Commercial	106
Grade V	1,070	Sr. Commercial	100
Grade VI	1,051	Technical	244
Grade VII	794		
Grade VIII	716		10,946

From these figures it is evident that 13% of the pupils are pursuing studies in Grades above the Eighth.

The total enrolment for the Separate Schools in September was 1,450. Of this number 125 pupils were in the High School. Forty-two rooms were in operation, of which six were High School. These figures are very similar to those of 1919. During the year three rooms were opened and one was closed.

Principal's Part Time Plan

Another form of organization which concerns the Eighth Grade particularly and the general supervision of the schools is the Part Time Plan for Principals. By this plan the Principals of eight of the large schools are relieved from their teaching duties for one-half day per day. Special teachers—one between two schools— are employed as relief teachers. These teachers are responsible for the same subjects in both of their schools, are able to secure a good understanding of the capacity of their pupils in these subjects and to secure considerable facility in the teaching work. The Principal devotes his spare time to supervision. In some schools this is being done well and in addition to securing a better classification of pupils he becomes more familiar with the actual work of the rooms. The Principal is in a good position to promote continuity of effort from grade to grade. We attach considerable importance to this for the reason that it is one thing to outline a course of studies and quite another to interpret it and to fix the standard of excellence to be achieved. The work in accuracy in the four fundamental rules of arithmetic has been made materially better by the supervision of the Principal

COSTUME DESIGN—EDMONTON TECHNICAL SCHOOL

and his use of standard tests. Other subjects, particularly language, might well come next for such systematic treatment. We might add that in our inspection of the Grade VIII classes we have noticed that generally very efficient work is being done where special teachers are relieving the Principal for part time.

TRADITIONAL BRANCHES

In order to secure a certain degree of uniformity of rate and in certain branches, uniformity in the choice of material, the Public Schools, through the Superintendent, have issued a sort of schedule based on the Course of Study for the Province which sets forth the work of the various Grades for each month. This serves the intended purpose well in this respect and we are of the opinion that the Separate Schools could profitably adopt a similar course. We have been under the necessity of pointing out at times, however, that this schedule is an outline and not in any sense a manual and that the use of it to the exclusion of the Course of Studies and such direction as it gives is not in the best interest of the pupils.

ART, MUSIC, AND MANUAL ARTS

These subjects are each under the direction of a special supervisor. The Art and Music are taught by the regular grade teachers in their own class rooms, but instruction in Manual Arts is given at selected centres by special teachers.

"We have found these subjects receiving due attention in all class rooms. In Art and Music monthly outlines are placed in the teachers' hands. These courses are followed conscientiously and the teachers speak very enthusiastically of the sympathetic direction of the supervisors. In Manual Arts the course of study includes elementary plane geometry, the construction and reading of working drawings, calculation of quantities and cost of materials, talks on lumbering, etc., and benchwork. The course runs from Grade VI to Grade VIII. An interesting feature of the year's work is toy-making. During the Christmas season more than 600 good serviceable wooden toys were made for Sunshine and the Junior Red Cross." (*Inspectors Lord and LaZerte, Edmonton.*)

CITY OF CALGARY

HOUSEHOLD ARTS

The rooms are well and expensively equipped for cooking. At Victoria and Strathcona there are sewing rooms as well as kitchens, well equipped for classes of twenty with cutting tables, machines, lockers, etc. All centres have one or two sewing machines in the kitchen for Grade VI work.

COURSE OF STUDY

The course followed is that prescribed by the Department of Education about five years ago. The course gives topics or principles and the teacher has a wide choice of practical applications.

GradeVIII—One afternoon a week.

Cooking. More advanced work such as bread, rolls, cake, pies, roasts, etc.

Preparation of three meals.

Study of Foods—Cost, food value, composition.

Canning and jelly-making.

Laundry work (limited on account of lack of equipment) Washing of woolens, silk, towels, removal of stains.

First Aid and Home Nursing (four lessons).

Food for the sick (two lessons).

All the materials are supplied by the school board. In 1920 the following amounts were used by Grade V:

126 yards gingham.
75 yards flannelette.
37 yards canvas.
119 yards unbleached cotton.
151 yards galatea.
273 spools silkene.
173 spools thread.
29 spools marking cotton.
152 spools knitting cotton.
40 rolls tape.
162 packages needles.

ACCOMMODATION

The following public school buildings were completed during the year: one six-roomed bungalow school, four four-roomed bungalow schools, two one-roomed cottage schools, and an addition of four rooms to the Connaught school.

No new buildings were required by the Calgary Separate School District during the year. At the beginning of 1920 there were 254 teachers employed on the Public School Staff. In December this had been increased to 277. The Separate School Staff consists of 39 teachers, including the special teacher of Household Arts.

ATTENDANCE

In November, 1919, a census of all children between the ages of 4 and 15 inclusive was taken. The results of this census were available for the term commencing January 1st, 1920. It furnishes valuable information regarding the probable increase of school population and provides guidance in determining future school accommodation.

Arrangements have been made between the public and separate school boards whereby one Attendance Officer is in charge of the enforcement of The School Attendance Act within the city. During the year 913 investigations of non-attendance were made and 613 warning notices were issued. It was necessary to bring 117 cases into Court and convictions were secured in 116 of these. The result of this vigorous enforcement is reflected in the high percentage of attendance which has been attained in many of the schools throughout the city.

CONTINUATION CLASSES

A new policy was initiated in 1920 of holding part time or continuation classes. These were opened in January, 1920, with an enrolment

of 33 students who were in the employment of various firms throughout the city. At the commencement these classes received the support of ten business firms. In some cases students attended for one hour a day throughout the week and in other cases they attended for two hours per day on alternate days.

The following subjects were offered: Penmanship, Arithmetic, Business English, Commercial Geography, Spelling and Book-keeping.

MEDICAL INSPECTION

The following details for the year 1920 will indicate the magnitude of the work that is being performed. The number of health inspections made by nurses was 88,808 of which 9,781 were referred to the Examining Physician. In following up the cases 3,192 visits were made to the homes by the nurses and 91 by the Examining Physician.

The Eye, Ear, Nose and Throat Clinic fitted 599 pupils with glasses, of which 19 were supplied free, and performed 438 operations of which 428 were for adenoids and enlarged tonsils. The Dental Clinic made 2,063 special examinations, giving 2,238 treatments and making 5,823 fillings and 4,988 extractions. The good general health of the pupils and the high percentage of attendance throughout the City indicate the success with which this work is being carried on.

SCHOOL LIBRARIES

The Public and Separate School Boards of the City have made arrangements with the Calgary Public Library whereby class libraries are supplied to the outlying schools. The School Boards in each case make a grant of books and in the case of the Separate School Board a money grant to the Public Library. The books are chosen by the grade teachers in consultation with the children's librarian. This plan is generally successful throughout the City and has resulted in many pupils developing the habit of home-reading. The success of this arrangement depends largely upon the interest and co-operation of the teachers concerned. During the year 1920 larger grants for school library purposes were available for the City Schools.

TEACHERS' CONVENTION

In place of the regular Fall Convention a series of Grade Institutes was held during the latter part of November. A half day was devoted to each grade for the discussion of problems arising from the work of the grade. The attendance at these meetings was excellent and the interest displayed by the teachers was very marked. The results seemed to justify the experiment and it is proposed to hold a similar series of meetings during the Spring Term of 1921. The Staff of the Normal School and the superintendents of schools contributed very materially to making these meetings a success. (*Inspectors Roberts & Fowler, Calgary.*)

CITY OF MEDICINE HAT

PRIMARY EDUCATION

In the local school system each of the grades is divided into two classes, the senior and junior. The majority of the pupils remain in each of these sections for one-half a year, promotions being made

at the end of January and the end of June of each year. An introductory grade or kindergarten primary, to which children of five and one-half years are admitted, gives an introductory and preparatory training to Grade I and serves to make the transition from home to the graded school less abrupt. The instruction given resembles the work of the kindergarten, as it is generally understood, and yet bears a distinct relation to the course prescribed for Grade I in the authorized course of studies.

Special attention has been given during the past few years to the unifying of the organization and the instruction in the primary schools which include the Introductory Grade and Grades I, II and III. Supervising principals have been appointed who endeavor to co-ordinate the work of the various rooms. A somewhat general uniformity in the teaching methods prevails in these schools which facilitates promotion. In the Introductory Grade, especially, the pupils receive individual study in order that, as far as possible, their intelligence may be determined so that as they advance through the grades their progress may be as rapid as their abilities permit. (*Inspector F. C. Buchanan, Medicine Hat.*)

CITY OF LETHBRIDGE

TEACHING STAFF

There are on the Public School staff of the city forty-four teachers, and on the Catholic Separate staff, ten, making a total of fifty-four in all. Of these approximately fifty per cent. are teachers of wide, varied experience who have served on the city staff for periods of from six to twelve years. Of the remainder the majority have at least two years' experience. It seems to me that it cannot be realized too fully that in the majority of cases every change of a teacher in the system is a loss to that system and one which will be immediately felt in the progress of the classes affected. Investigation of the records of Lethbridge for the last three years shows that the stability of the teaching staff has been steadily increasing and its effectiveness is becoming very apparent.

NIGHT CLASSES

One feature of the educational policy of the City of Lethbridge is worthy of special mention. This year a very extensive programme has been undertaken by the Board and directed by Superintendent Hodgson in the matter of organizing night classes. While it is not wholly a new programme yet it has been enlarged and developed greatly both as to the extent of the subject matter and as to the enrolment obtained. The classes in English for the non-English, in Shop English and Mathematics, in Commercial courses and those for the Chinese have been continued and enlarged upon from last year. In regard to the courses for miners, in addition to that leading to third class certificates for Fire-Boss, a new course has been added of three nights a week leading to a first class or Mine Manager's certificate. A course in Motor Mechanics or study of the mechanism and operation of all gas engines is a new addition this year. A class has also been established in Stationary Engineering having reference to the operation of all plants run by steam power. This was the first class of this particular kind to be established in Alberta, and

Lethbridge is entitled to claim leadership in this respect. For another term the course will probably be extended to include a class in electricity. While the programme this year has been quite an ambitious one, yet the success attained in each department has been such as to not only justify its extent but to warrant increasing it another year.

SERVICE RENDERED BY SECRETARY-TREASURER

I wish to mention another matter that may not be particularly relevant to the rest of the report but yet worthy of note in the educational annals of this city. This year J. R. Fleetwood, Esq., completed his twentieth year of continuous active service either as member or official of the school board. He was for twelve years trustee and for most of that time was chairman of the Board. Since then he has acted most efficiently as Secretary for the Board. Throughout his extended service he has taken a leading part in formulating the general educational policy of the city and more especially the building programme. (*Inspector Watson, Lethbridge.*)

In closing this summary and report may I state that our inspectors are men of uniformly high scholarship, adequate training, and broad experience. Moreover, the members of the present staff are possessed of initiative, good sense, and sound judgment. It is a pleasure to be able to report that the inspectors have, one and all, exhibited conscience with respect to the exercise of the duties of the office, and have co-operated in a most sincere and helpful way with the officials of the Department in carrying forward and improving the important public service of Education in the Province of Alberta.

I have the honour to be, Sir,

Your obedient servant,

G. W. GORMAN,
Chief Inspector of Schools.

HOME FOR MENTALLY DEFECTIVE CHILDREN

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration the Third Annual Report of the Home for Mentally Defective Children, Edmonton, for the year 1920.

The work commenced in 1918 with the opening of the temporary Home and carried on during 1919 was continued throughout the year. New admissions numbered two, cases reported fifty-eight, and applications for admission twenty.

The health of the patients throughout the year has been good. A slight outbreak of chicken-pox occurred in September affecting seven of the children, but there was no serious illness excepting among members of the staff where there were two operations necessary and considerable sickness generally. It has been found that the work is very trying on attendants even with short hours on duty.

A second thorough physical examination of each patient was made by Drs. J. F. Brander and D. B. Leitch, Specialists in Women's and Children's diseases respectively. Some dental work was done and treatments for minor troubles given with the desired results.

Owing to dropping the building programme outlined for 1920 on account of the excessive building costs maintaining during the season no further accommodation was provided which resulted in no new work being undertaken. Progress was made in planning the buildings for the new Institution and it is gratifying to know that buildings to provide the much needed accommodation will be erected in 1921. The urgency of the matter is evidenced by the nature of many of the cases reported as well as the numbers reported which now exceed a total of over two hundred and fifty. As these are mostly troublesome cases of low grades it is reasonable to expect that a mental survey would reveal twice this number of the higher grades.

The 81st Avenue building which has housed the Institution since the beginning was purchased by the Public Works Department in December so that we now own our Home and feel that any improvements put on the building while it was rented will remain permanently for the benefit of the Institution. The building might well be refitted and used as a psychopathic hospital when the permanent Institution buildings are completed. Parents could readily bring their children there for consultation and advice and they would not have the same feeling towards going to the clinic that they would to the main institution. It would also be advantageous to have such work carried on close to the University for the benefit of the Medical College and the Faculty of Nursing. I would strongly recommend that the building be retained for the use of the Institution.

The Christmas tree and distribution of gifts was another wonderful occasion for the children. This is the third year the Commercial Travellers of the Edmonton District have provided this entertainment and too much cannot be said about the splendid

manner in which it is conducted and the sympathy of the members of the organization in all child welfare work. While the gifts of clothing and other useful articles amount to considerable it is the noble spirit of the men engaged in the work that is most worthy of mention and after all of the greatest benefit to the Institution through the inspiration and encouragement it brings.

During the year the nature of our work was shown to one hundred and thirty-seven visitors from all parts of the Province and the Dominion. An increasing interest is being shown by people generally in the mentally defective and the necessity for state care and supervision is acknowledged by all.

DINING ROOM—HOME FOR MENTALLY DEFECTIVE CHILDREN

THE INSTITUTION FARM

The farm comprising approximately one thousand acres of land purchased as a site for the permanent Institution was rented, part of it for gardening purposes at a cash rental of $10.00 per acre, and the balance for general farming on a share basis, the Government receiving one-third of the crop. The land was very dirty, being full of wild oats and other bad weeds and this spoiled the grain samples and lowered the grade and price. The yield was good as it was a favorable season and there were threshed 1,278 bushels of wheat, 2,656 bushels of barley and 10,752 bushels of oats. The oats are being held for a better price. There was also received $146.80 from sale of hay and $360.00 rent for thirty-six acres of garden land. The hay was a light crop as the timothy land was pretty well run out. Six large stacks were put up in good shape.

There were ninety-seven acres of summer fallow and twenty acres plowed in the fall. This with the garden land makes one

hundred and fifty acres ready for wheat next year. It is intended to summer fallow a much larger area this coming year as it is the only satisfactory method of cleaning the land and putting it in condition for crops.

No new fencing was done on account of the high cost of wire. The old fences were in bad condition but were repaired at little expense to us. It will be necessary to do some line fencing another year.

SPECIAL CLASS, NORWOOD SCHOOL

The policy in connection with the farm has been to have the land well farmed and thus put in good condition against the time when it will be used for the Institution, but with the least possible further outlay. It was thought that this could best be accomplished by renting to a reliable party who had good equipment, reserving control of the supervision of the farming operations. It has worked out very satisfactorily and the Department was fortunate in securing in Mr. T. W. Griffin an experienced farmer and capable manager.

Respectfully submitted,

VAN G. GOSNELL,
Acting Superintendent.

SCHOOL LIBRARIES AND FREE READERS BRANCH

HON. GEORGE P. SMITH, M.P.P.
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration the following report of the School Libraries and Free Readers Branch for the year 1920.

The Libraries Branch was organized during the year 1914 for the purpose of supplying books in lieu of a special grant earned by the school districts. During the past seven years its general business has increased threefold.

This grant earned by the district is payable under The School Grants Act, which provides for the payment to rural schools of a special grant for library purposes not exceeding fifteen cents per day for the first four years, after that year in which it was erected and thereafter a sum not exceeding ten cents per day to each school or class-room for each day the school is kept open, upon maintaining a minimum grading on its efficiency with respect to grounds, buildings, equipment and efficiency of instruction as shown by the Inspector's Report.

To any town, village or consolidated district employing not more than thirty teachers, a sum not exceeding five cents per day and to any such district employing more than thirty teachers, a sum not exceeding three cents per day is paid to each class-room for each day the school is kept open and to each district upon its establishment an initial grant of $15.00.

The Alberta School Libraries are torch-bearers of civilization among the persons situated sixty or seventy miles or more from a railway station. These are almost on the fringe of civilization.

There were operating in the Province 3,165 school districts during the year 1920, this number including 67 consolidated districts comprising 221 units which represent 3,011 school districts. These figures regard each of the cities as one district; though, as in the rural district, each urban school building has its independent library.

There are existing in the Province 2,798 school districts with operating libraries. During the past year the initial library grant has been paid to 115 school districts, which recently came into operation and had not qualified under the Act, but a very considerable proportion of these, however, have recently qualified and will in the near future receive a fairly substantial grant in library books.

All school districts are given the opportunity of selecting books for their school libraries from a catalogue which is forwarded to the district containing upwards of 1,000 works which have been carefully selected. This catalogue is classified under subjects, and

each book is graded so that the teacher or secretary can make an intelligent selection.

The Libraries Branch welcomes all teachers who find it convenient to select direct from the shelves of the library.

During the past year 2,235 school districts received consignments of books for their libraries.

The school library annual returns have recently been received and it is very gratifying to be able to report that the libraries are being used very extensively by all grades in the schools, and as the range of literature is extended to suit not only the school children but the adult population the library contributes very materially to the intellectual development of the community. As a proof of this we often receive a request to replace books in a library which the writer states have gone to pieces owing to having been in such great demand. We are receiving requests for more advanced works of the order of classics, biographies, and standard works of reference, as so many of our school libraries have a good supply of juvenile abridgments of classics.

There has during the last twelve months been a great demand for supplementary readers and quite a number of School Boards have purchased in quantities at their own expense when the library grant earned by the district had all been paid in books.

Special attention is paid to books forwarded in lieu of grants to non-English-speaking districts. The selections of books forwarded to these districts are those suited to the younger generation who can read and write English and for the adult population a class of literature suited to our New Canadians, which has a tendency to stimulate a movement towards improvement in rural conditions.

Teachers in our schools find it a very difficult matter to procure from local bookstores such books as they require for their own personal study and, therefore, refer to the Libraries Branch for assistance. During the past year the sale of special books direct to teachers and school districts has amounted to $1,455.35 and the Libraries Branch endeavours to keep in stock all teachers' reference books which are listed in the course of studies for Public and High Schools.

The books suggested in the reading course for teachers, also books on the list for evening classes for foreigners, are furnished by the Libraries Branch.

The proper use of the School Library leads to intelligent and independent work in the school-room on the part of the pupils. It tends to arouse interest in subjects outside of the textbook and brings the pupil in touch with the best writers on any subject in which he may be interested. It tends to prevent merely routine work in school.

The School Library is not a mere adjunct of the school, but is a vital part of the school equipment and its proper use is as important as any other factor of the educational work of a school, probably more so.

The library has a very definite purpose, viz.: to develop and direct the reading habit; to train pupils in the use of reference books and to supplement the textbook in the various subjects studied. To train

pupils to have higher ideals, finer tastes and better habits is a large part of the work of education, which can but be accomplished by the reading of such books as are found in our school libraries of today.

During the past year it came to the attention of the Department that a number of our school districts were not in the possession of a Union Jack. Negotiations were entered into with several Canadian manufacturers which resulted in a quantity of flags being purchased from John Leckie Limited, of Toronto. Information was received from each School Inspector as to the name of each district in his inspectorate which did not possess a Union Jack. This branch has forwarded a flag to each district requiring same and the cost will be deducted from the next library grant paid to the district.

The flag which has been supplied is made of the best quality of English wool bunting in fast colours and was furnished to the district at cost to the Department postpaid, being $3.25.

The distribution of 831 flags has been made by the Department up to December 31, 1920, throughout the Province, and at the end of the year, so far as we are aware, there was not an operating school district without a Union Jack in its possession. Prior to the end of the year the Libraries Branch forwarded three copies of The School Ordinance to each district, one for the use of the secretary, one for the use of the members of the Board and one copy to be placed in the School Library for the general use of the residents of the district.

The Libraries Branch during the past seven years has distributed 624,859 volumes of books among the 2,798 school libraries existing in the Province which is on an average of 224 books to each existing library, but in many schools there are at least six or seven hundred volumes. During the past year library grants to the value of $40,107.45 were paid by this branch and the number of volumes distributed amounted to 55,234.

These figures do not include the numerous patriotic publications and government bulletins which have been distributed free of cost to school districts.

Grants for school library purposes earned by school districts during the past seven years have amounted to $256,691.50, and the yearly average of grants paid in books has been $39,527.35.

Supplies for taxation purposes are also furnished by this branch and during the past year 864 secretaries of school districts procured the necessary taxation forms through this Department.

The following shipments have been made from the School Libraries and Free Readers Branch during the year 1920: by express 2,942, by freight 159, by parcel post 2,369.

FREE READERS BRANCH

I have pleasure in stating that the following Free Readers were supplied to school districts during the year 1920.

Phonic Primers	Primers	First	Second	Third	Fourth	Agriculture
17,013	16,681	16,134	14,191	13,666	10,991	7,130

Statement of Stock on Hand Dec. 31, 1920.

	Phonic Primers	Primers	First Reader	Second Reader	Third Reader	Fourth Reader	Agriculture
Stock on hand Jan. 1, 1920	758	2,459	2,736	3,327	-----	42	818
Purchased, 1920	30,000	20,000	20,046	20,000	17,046	14,943	8,000
Total Stock	30,758	22,459	22,782	23,327	17,046	14,985	8,818
Distributed during the year 1920	17,013	16,681	16,134	14,191	13,666	10,991	7,130
Stock on hand Dec. 31, 1920	13,745	5,778	6,648	9,136	3,380	3,994	1,688

All of which is respectfully submitted.

I have the honour to be, Sir,

Your obedient servant,

WILLIAM H. NOBLE,
Manager School Libraries and Free Readers Branch.

STATISTICAL REPORT OF THE DEBENTURE BRANCH OF THE DEPARTMENT OF EDUCATION FOR THE YEAR 1920

DEBENTURES AUTHORIZED, REGISTERED, AND SOLD DURING 1920

Authorized by Board of Public Utility Commissioners, 137 issues	$924,360
Registered by Department of Education, 141 issues	$707,475
Registered in 1919, but paid by purchasers in 1920	56,600
Registered in 1919, but proceeds on deposit in our Bank until 1921 (Frisco S.D. No. 3513)	500
	$764,075
Registered in 1920, but proceeds not available until 1921—less	20,600
Total amount of debentures taken delivery of by purchasers during 1920	$743,975

BOND SALES

SOLD THROUGH DEBENTURE BRANCH:

.780% of total number of issues disposed of through Debenture Branch.

1 Town issue		$ 6,000	
17 Village issues		77,600	
4 Consolidated issues		35,000	
88 Rural issues		201,875	
110 Issues		$320,475	
Foremost Cons. No. 2 issue of $7,000 and nine rural issues amounting to $19,600, sold in 1919 but proceeds not received at Bank until 1920		26,600	
		$347,075	
Less one Village issue of $2,000 and five Rural issues amounting to $8,900 registered in 1920 but not taken delivery of until 1921		10,900	
			$336,175

SOLD DIRECT BY SCHOOL DISTRICTS:

.220% of total number of issues disposed of direct by School Districts

1 City issue	$250,000		
2 Town issues	12,000		
8 Village issues	93,000		
3 Consolidated issues	34,500		
17 Rural issues	32,000		
31 Issues	$417,500		
Less one Village issue of $3,000 and four Rural issues amounting to $6,700 registered in 1920 but not taken delivery of until 1921	9,700		
		$407,800	
			$743,975

TOTAL OF 1920 SALES

1 City issue	$250,000
3 Town issues	18,000
25 Village issues	166,600
7 Consolidated issues	69,500
105 Rural issues	233,875
141	$737,975
One Consolidated and nine Rural issues sold 1919 but not paid until 1920	26,600
	$764,575
Less two Village and nine Rural issues not taken delivery of by purchasers as on December 31st, 1920	20,600
	$743,975

AVERAGE BASIS ON WHICH DEBENTURES WERE SOLD

3 Town issues	7.700%
25 Village issues	7.458%
7 Consolidated issues	7.800%
105 Rural issues	7.620%
All issues	7.664%

Certified Correct: F. SHANNON, *Manager, Debenture Branch.*

NUMBER OF CONTRACTS FOR ERECTION OF RURAL AND VILLAGE SCHOOL BUILDINGS APPROVED BY DEBENTURE BRANCH DEPARTMENT OF EDUCATION 1920

ONE-ROOM SCHOOLS

DEPARTMENTAL PLANS

Plan	No. of Bldgs.	Total Cost	Average Cost
A-1 (24 pupils)	9	$19,682.00	$2,186.88
A1A (24 pupils)	1	2,375.00	2,375.00
A-2 (23 pupils)	11	21,404.00	1,945.81
A2A (24 pupils)	1	2,950.00	2,950.00
A-3 (24 pupils)	3	7,290.00	2,430.00
A-4 (23 pupils)	16	37,218.00	2,326.12
A-5 (40 pupils)	4	9,820.00	2,455.00
A-6 (40 pupils)	4	10,943.00	2,735.75
A6A (40 pupils)	2	4,425.00	2,212.50
A6B (40 pupils)	1	6,262.00	6,262.00
A-7 (40 pupils)	3	8,395.00	2,798.50
A-8 (40 pupils)	7	20,533.00	2,933.28
A-10 (29 pupils)	2	3,800.00	1,900.00
A-12 (30 pupils)	1	2,650.00	2,650.00
A-13 (29 pupils)	1	2,493.00	2,493.00
A-14 (29 pupils)	1	2,850.00	2,850.00

One building according to Design A-2 erected at a cost of $800.00—labour done voluntarily by the ratepayers.

AB1 (40 pupils)	5	$14,038.00	$2,807.60
AB2 (40 pupils)	1	4,000.00	4,000.00

SPECIAL PLANS

Plan	No. of Bldgs.	Total Cost	Average Cost
	5	$10,652.00	$2,130.40

Of these, two contracts were for labour only—material supplied by S.D.

TEMPORARY SCHOOL BUILDINGS

Plan	No. of Bldgs.	Total Cost	Average Cost
A-9	1	$ 340.00	$ 340.00
Special	7	11,198.00	1,599.71

LOG BUILDINGS

Plan	No. of Bldgs.	Total Cost	Average Cost
A-11	1	$ 700.00	$ 700.00
Plan A-1	1	600.00	600.00
Special	3	1,899.00	633.00
Special (log and frame)	1	1,150.00	1,150.00

In several cases the buildings were constructed by voluntary labour.

BUILDINGS PURCHASED AND REMODELLED FOR SCHOOL PURPOSES

Plan	No. of Bldgs.	Total Cost	Average Cost
	3	$3,110.00	$1,036.66

TWO-ROOM SCHOOLS

DEPARTMENTAL PLANS

Plan	No. of Bldgs.	Total Cost	Average Cost
B-1 (80 pupils)	2	$ 9,500.00	$ 4,750.00
B-2 (80 pupils)	1	5,645.00	5,645.00
B2A (80 pupils)	1	8,245.00	8,245.00
B3A (80 pupils)	1	10,875.00	10,875.00
B-4 (80 pupils)	2	14,947.00	7,473.50
B-5 (80 pupils)	1	7,193.00	7,193.00
B5C (80 pupils)	1	10,800.00	10,800.00
B-6 (80 pupils)	1	8,920.00	8,920.00

LARGER THAN TWO ROOMS

Plan	No. of Bldgs.	Total Cost	Average Cost
Special plans	3	$68,710.00	$22,903.33
Temporary four-room	1	10,000.00	10,000.00

SCHOOLS DESTROYED BY FIRE DURING 1920

Satinwood No. 1630, Brandland No. 1797, Sachava No. 1469, Zenith No. 1620, Coalhurst No. 2394, Zawale No. 1074.

SPECIAL PLANS

Plan	No. of Bldgs.	Total Cost	Average Cost
	4	$34,988.00	$8,747.00

ADDITIONS AND ALTERATIONS

Plan	No. of Bldgs.	Total Cost	Average Cost
Second room added to existing one-room school	7	$21,848.00	$3,121.14
Other additions	5	25,730.00	

IMPROVEMENTS AND REPAIRS

Districts issuing debentures for purpose of improving and repairing school premises $8,550.00

TEACHERS' RESIDENCES

Sprucedale No. 314
Spruce Grove No. 450
Fredericksheim No. 478
Pleasant View No. 663
Bukowina No. 1162
Shandro No. 1438
Bavilla No. 1477
Stanislawow No. 1485
Molodia No. 1486
Paraskevia No. 1487
Lake View No. 1451
Poplardale No. 1628
Edwand No. 1632
Champlain No. 1706
Island Lake No. 1819
Cadron No. 2195
Silbernagel No. 2218
Emerald No. 2670
Abbott No. 3002
Zering No. 3258
Upland No. 3372
Dry Crossing No. 3448
Wayne No. 3467
Leader No. 3493
Rosebud River No. 3769
Sayre No. 3768
Baintree No. 3804
Readymade Cons. No. 46
Galahad Cons. No. 62
Beiseker Cons. No. 55

SUMMARY

NEW SCHOOL BUILDINGS

One-room Schools	93
Two-room Schools	14
Additions to one-room schools	12
Larger than two rooms	4
	123

Buildings purchased and remodelled	3
Buildings destroyed by fire	6
Improvements and repairs	12
Teachers' residences	30

REPORT OF THE DIRECTOR OF TECHNICAL EDUCATION

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration the second annual report covering the educational services under the direction of this branch of your Department.

THE EFFECT OF FEDERAL AID FOR VOCATIONAL EDUCATION

Under the stimulus of Federal aid all the Provinces of Canada are active in the promotion and development of forms of Technical Education within their boundaries. Their activities are shown by the passing of necessary legislation, the provision of grants of money, and the appointing of technical directors.

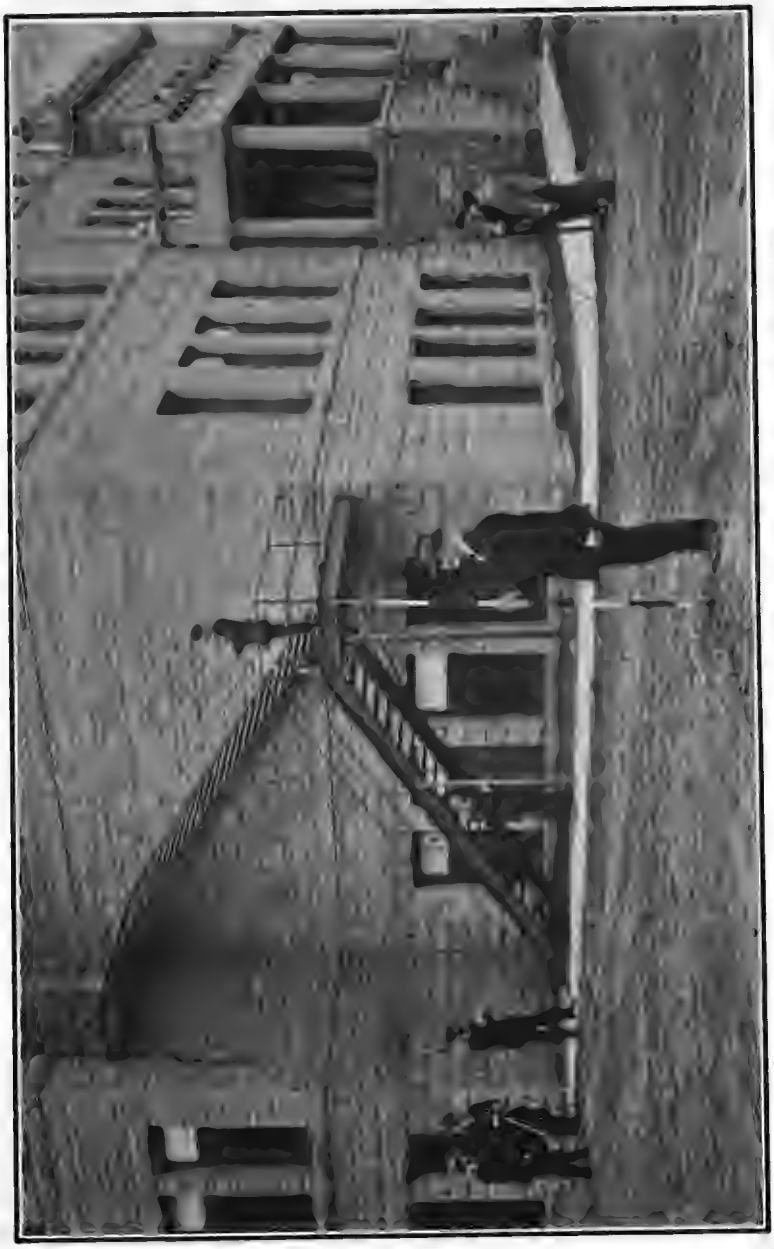
School boards in urban centres or in centres where industries are concentrated are organizing classes in industrial subjects, and where such classes are already established are increasing the number and extending their scope.

This is the most pronounced new movement in Education on this continent at the present time.

Federal aid is given to promote industrial, technical, and commercial education and amounts to 50% of the expenditure made by each Province for such education. The total amount received by the Province of Alberta during the calendar year 1920, which was the year when payments were first made by the Dominion Government, was $28,668.66. The sum available from the Dominion Treasury was $41,832.35. The unused balance is to be carried forward to the credit of the Province and may be obtained at a later date when technical and commercial education is more fully developed in this Province.

The sum available for the year 1920-21 is $47,050.66. During the past year there has been a considerable development in such forms of education. This is shown by an increase in the number of centres carrying on the work and also by an increase in the amount of work done in centres where such work was established. The rapid development and the wide-reaching character of the work of the Provincial Institute of Technology and Art at Calgary is a notable addition to the amount of technical instruction organized during the year 1920.

It is expected that approximately the whole of the Dominion grant available for this coming year will be received by the Provincial Treasurer because of the greater volume of technical and commercial work now being done in the Province.



SPECIAL CLASS OF MINERS IN SURVEYING—PROVINCIAL INSTITUTE OF TECHNOLOGY

SUMMARY OF RESULTS OF THE INTERPROVINCIAL CONFERENCE ON TECHNICAL EDUCATION HELD AT OTTAWA ON OCT. 25TH AND 26TH, 1920.

It was agreed that the success of any form of education is dependent largely upon the teacher. For the ordinary school work provision is now made by all the Provinces for the professional training of teachers. The Technical Schools are utilizing shop-men as instructors in practical subjects without any preliminary training as teachers. In order to train these men it is necessary to have an institution equipped and staffed with that object in view. The Conference on Technical Education recommended that a central institution for teachers of special subjects should be established and that the Federal and Provincial Governments co-operate on the following basis:

(*a*) That the Federal Government provide the accommodation and equipment and one-half of the cost of maintenance.

(*b*) That the Provincial Governments combine to bear the other half of the maintenance costs in proportion to the urban population of each Province included in towns and cities having over 3,000 inhabitants.

(*c*) That the ownership and management of the institution be vested in a Board of Governors with condition that the ownership shall revert to the Federal Government in case the property should no longer be required for the designated purpose; the members of said Board to be appointed as follows: Three by the Province of Quebec, three by the Province of Ontario, one by each of the other Provinces, and two by the Federal Government; members to be appointed for three years, one-third to be retired each year; the Board to select its own chairman.

(*d*) That the institution have a dual staff—French and English.

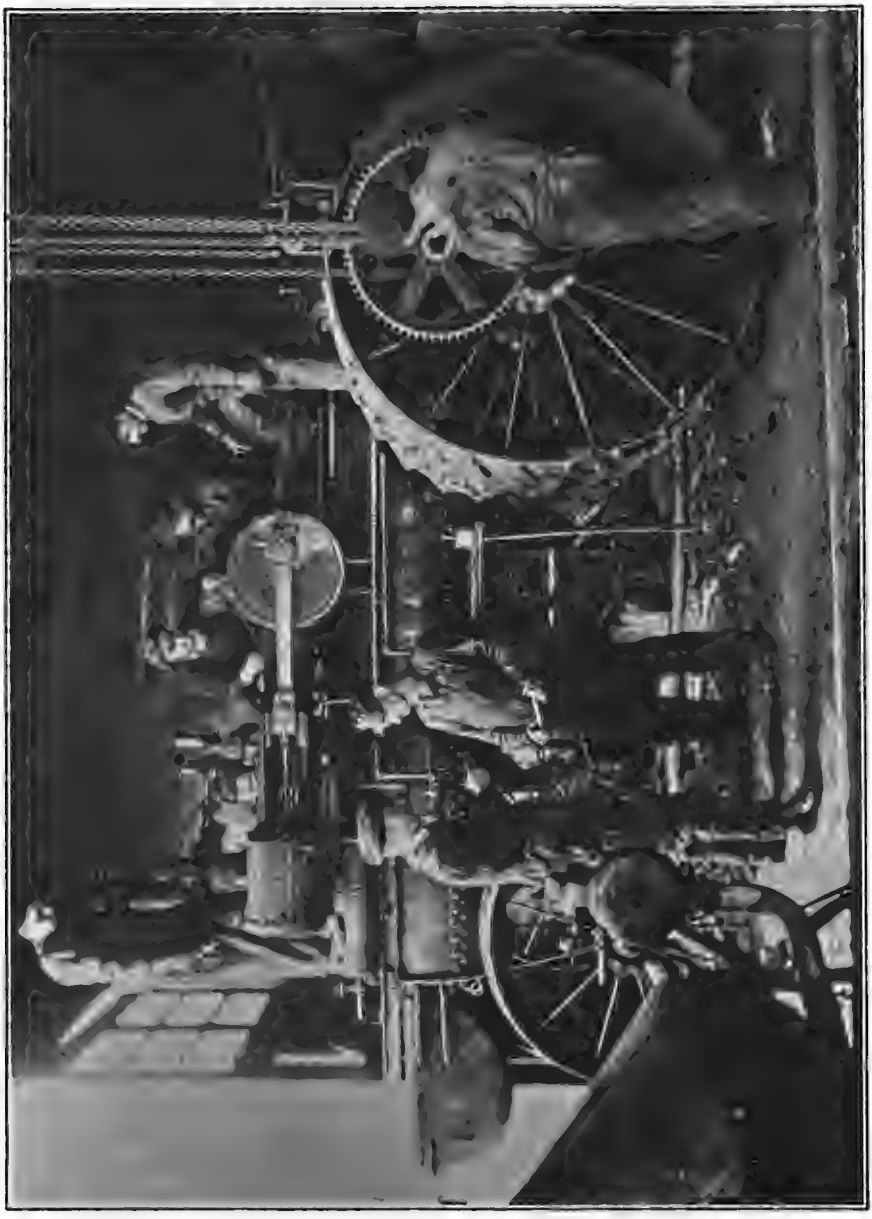
(*e*) That transportation of teachers-in-training be paid for by the training institution.

It was considered that such a scheme would be successful if six or more Provinces signified their intention to co-operate. The secretary is to communicate with each provincial government to bring the scheme into effect if possible.

The conference recommended the establishment of junior industrial courses beginning at Grade VII and extending over three years. In this way the technical and commercial and vocational schools would have a junior high school department. Following the completion of the junior course which would act as a finding course for boys and girls the students would then enter upon strictly vocational work.

The school year in these schools is to be the same length as the ordinary school year, but the conference went on record as favoring the lengthening of the year. It also recommended that a special matriculation course and examination be prescribed for pupils in technical schools who desire to enter the faculties of Engineering and Home Economics. Such a course has recently been established by the senate of the University of Alberta, and in this respect the University is a leader in Canada.

An effort was made also to have machines and equipment used in Technical Schools admitted free of duty. At present the tariff discriminates against the technical school. The conference requested that the Customs department deal with the requirements of the Technical Schools in the same way as it does with the scientific equipment required by the High Schools and Universities.



A STEAM TRACTOR UNDER REPAIR—PROVINCIAL INSTITUTE OF TECHNOLOGY

COURSES FOR STEAM ENGINEERS

There are at present in the Province of Alberta 740 stationary boilers located in 336 power plants. These furnish power and light in cities and towns, in mining centres, in industrial and manufacturing establishments, in large business houses where elevators are used and in lumber mills. In addition there are over 2,500 portable and traction boilers available and in use for various purposes. The power plants in the Province are of the greatest importance, and the engineers who operate them hold pivotal positions in every community where boilers and engines are in use. Upon them depends the safety of the community and the efficiency of the power plant.

The Steam Boilers Branch of the Public Works Department very properly requires the men in charge of the power units to have a wide practical training and in addition a technical and scientific knowledge of steam engineering. To ensure this the Department holds monthly examinations for candidates who wish permission to take charge of boilers and engines. Certificates are issued to successful applicants. The following table will indicate the demand for certificates:

	1918	1919
First Class	6	4
Second Class	26	18
Third Class	135	142
Traction Final	163	101
Fireman's Final	55	45
Provisional	447	345
Renewals (provisional)	177	209
Totals	1,009	846

The average number for these years is 927 certificates. This exceeds the number of certificates granted to teachers graduating from the three Normal Schools of the Province. When the number of candidates and the importance of the work they are doing are considered, when it is remembered that they are not allowed to operate without certificates, it seems right to have outlines of work specified for each certificate and to provide instruction of the most accurate character, and to make it as available as possible to all men in the Province. Enquiry had indicated that such instruction would be welcomed by the engineers. Mr. Robt. M. Dingwall, A.R.T.C., a highly qualified practical and technical engineer, was appointed to direct the instruction in the Province. In consultation with Mr. F. W. Hobson, Chief Inspector, Steam Boilers Branch, a syllabus of requirements for each certificate was required. Upon these outlines a correspondence course for three certificates (First, Second and Third Class) is under preparation and lectures are now being sent out to instructors of local night classes, and to students at various points in the Province. Letters of approval of the action of the Department and of the character of the course have been received. One engineer states that he would have been glad to obtain such assistance even at a cost of $100.00.

Mr. W. G. Singer, Secretary Western Association of Mechanical and Stationary Engineers, Redcliff, and Mr. Robert Morton, General Secretary, Canadian Brotherhood Stationary Engineers and Firemen, Calgary, have willingly co-operated to enable announcements to reach all members of their associations. Valuable suggestions have also been received from them.

CLASS IN THE DRAFTING ROOM—PROVINCIAL INSTITUTE OF TECHNOLOGY

That a real need has been met is indicated by the fact that already 17 engineers are enrolled for the day course at the Provincial Institute, and that in all five Steam Engineering Schools are now reported as operating at the following places: Lethbridge, Redcliff, Calgary, Drumheller, and Edmonton. When a similar night school is started at Medicine Hat and the Crow's Nest Pass every district will have a class where the number of engineers render it possible.

At this date (January 15th, 1921), 68 engineers from various sections of the Province are enrolled for the correspondence courses at the Provincial Institute of Technology and Art at Calgary.

SCHOOLS FOR MINERS

The hazardous nature of the occupation of coal mining indicates that supplementary instruction of a scientific and technical character is a special need to ensure the safety of the miner and that of his fellow-workers as well as the efficient and economical production of coal which is an essential in nearly all industries. Since the miners work alone or in pairs in ill-lighted and limited space where danger lurks at all times it is necessary that he provide for his own safety and for that of his co-workers under ground. Death and damage of property may follow an act due to ignorance and it is therefore essential that all miners—not officials only—should be able to secure instruction in mining conditions and operations so that dangers may be realized, causes of accidents may be known and avoided, and first aid to the injured may be administered promptly. This involves, in addition, the teaching of English to the New Canadian, who forms so large a proportion of the mining population. Night schools in mining centres therefore offer instruction in English, in mathematics, and in mining science to those who enroll. The importance of such instruction is not sufficiently appreciated by the miner who is not seeking a certificate which qualifies him for an official position at the mine.

Night schools for miners are being conducted at present at the following places:

Bellevue, Taber, Lethbridge, Wayne, Rosedale, Macmine, Bankhead, Nordegg, Pocahontas, Brule, and Mountain Park.

INDUSTRIAL ALBERTA AND TECHNICAL EDUCATION

When the resources of the Province are considered, especially her enormous fields of coal, it is manifest that Alberta will be one of the greatest industrial communities in the world. This fact, together with others, points to the educational preparation which will enable her citizens to achieve her ultimate destiny without undue delay.

The following factors make it clear that there is a large body of citizens whose efficiency would be promoted by industrial and technical education. The urban population in 1916 was 158,000 out of a total of 496,528. In 1917 the value of the products manufactured in the Province equalled $71,669,423.00. The industries required 11,524 employees. The total production of coal was 6,148,620 tons, of coke 32,858 tons, of briquettes 100,470 tons, of natural gas 6,318,389,000 cubic feet. The transportation system of steam railways totalled 4,273 miles. The wires of the telephone system

amounted to 156,579 miles. The water power available is 466,000 horse power and that developed equals 32,880 horse power. Because of the nature of these diversified resources and the important activities involved, young men hitherto have been compelled to invest heavily in foreign correspondence school courses and to pay large fees to private schools in order to equip themselves for effective work in mining, in power plant operation, in electrical work, in drafting, in telegraphy, etc.

The ordinary Public and High Schools provide the preliminary vocational instruction for teachers and others who wish to enter professional life through the University. The vocational needs of a far larger body of students is equally pressing. For this reason Technical Education is being promoted in (*a*) day and night schools, with special courses of study, operated by local school Boards assisted by provincial grants and in (*b*) the Provincial Institute of Technology and Art, at Calgary, and by Correspondence Courses in Steam and Mining Engineering carried on by the Staff of that Institute. Through the development of these agencies it is hoped that the most pressing needs will be met.

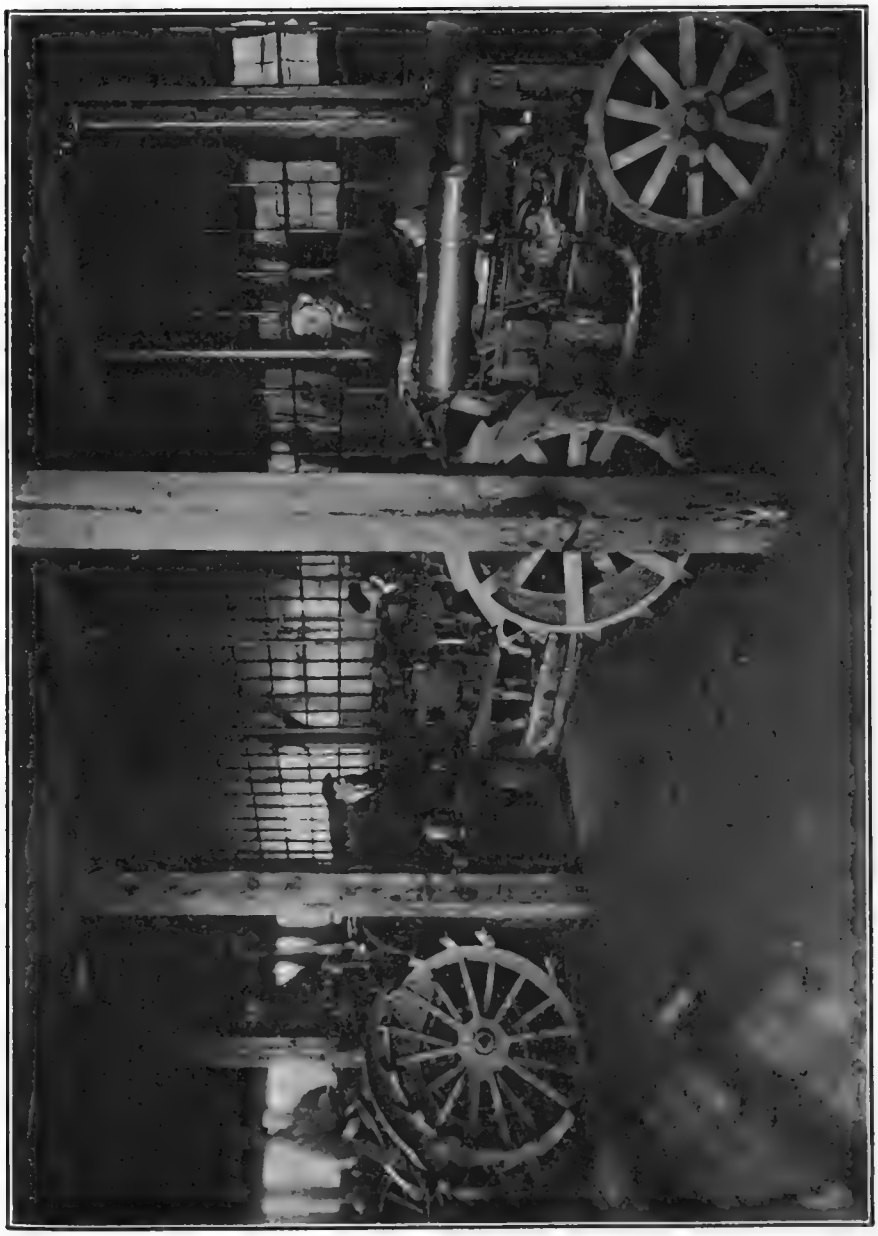
COMMERCIAL EDUCATION

In addition to the elementary instruction in the Day Public and High Schools in simple book-keeping and business arithmetic, there are three Public Commercial Schools giving instruction of a distinctly vocational character in shorthand, typewriting, and book-keeping. The courses are given breadth by instruction in such subjects as Commercial Law, Office Practice, Commercial Geography, etc. In order to assist the students in the important positions open to them they are required to study such other subjects as Arithmetic, English, and History. The courses cover one and two years and are available in Calgary, Edmonton, and Lethbridge. The enrolment at Calgary for year 1919-20 equalled 221, at Edmonton 197, at Lethbridge 43, total 461. Commercial subjects are also taught in evening classes. The numbers enrolled at Calgary equalled 104, and at Edmonton 83, total 187.

While the courses offered are satisfying the needs of many young people in these communities, and are also enabling business men to secure a supply of stenographers and book-keepers with a training fairly adequate for the work undertaken, it would seem to be a desirable policy to extend the training in the commercial schools to the end of Grade XI at least. This would enable the boys and girls who select the commercial course as an option to obtain as high an education as those who have chosen another option. The business community would absorb annually a supply of better trained commercial help who would fill such positions as those of secretaries, and later of assistant managers and managers. It is possible and probable that a sufficient number of students might enroll for a third year in the larger centres to make it desirable for local School Boards to organize such a class, thereby satisfying the needs of both students and community.

The completion of such a course may also open the door into the University for students who wish to obtain the degree of Bachelor of Commerce.

With your permission this question will be dealt with at an early date.



TRACTOR ENGINEERING SHOP—PROVINCIAL INSTITUTE OF TECHNOLOGY

TECHNICAL EDUCATION FOR FARMERS' SONS

No line of business requires so much knowledge of a mechanical kind as that of the farmer. The modern farm is supplied with labor-saving implements and machinery and in their efficient use the farmer must either gain the knowledge of their mechanism or employ someone who has it. Instruction in the mechanical principles and construction of farm machinery is a new field which is becoming more important in modern farm operations with the increased production of machines to lighten the burden and expense of farm life.

Farm machinery is complicated, and gets out of repair. It is constructed on the fundamental principles, and it employs the parts which form the basis of all machines—the lever, the gear, the pulley, and the inclined plane. The economical use of machinery and the ability to take apart and to reconstruct depend upon a knowledge of the technical features of the machine. Since more machinery is required and used on the farm than in the manufacturing industry, a technical training is as important to the farmer as to the worker in industry. When it is remembered that the farmer lives an isolated life and, in the West, may be miles from a repair shop, it must be manifest that a technical education in farm mechanics is of great importance to him and should form part of the training of every farmer's boy. Towns operating an efficient garage are encouraged to start night classes in Motor Mechanics and Tractor Work. To these classes the farmers of the district would be invited to attend. All School Boards visited, viz. those at Macleod, Claresholm, High River, Lacombe, Red Deer, Wetaskiwin, Camrose, Stettler, Castor, and Coronation adopted the policy. Before the Fall Term it is the intention to use the Staff at the Provincial Institute of Technology and Art at Calgary to prepare charts, diagrams, and suggestive courses to be sent out to instructors in such night schools throughout the Province.

MANUAL TRAINING AND HOUSEHOLD ECONOMICS

Inspection of all the work in Manual Training was made by Mr. Leo E. Pearson, in the southern half of the Province during the Spring of 1920, and his report indicates that the work is proceeding in a satisfactory manner. Such work is now being carried on at 11 centres in Edmonton, at 10 centres in Calgary, at the Normal Schools in the Province, and at Cardston and Raymond (a new centre). Household Economics is taught at 11 centres in Edmonton, at 9 centres in Calgary, at the Normal Schools and at Raymond (new centre). In many rural schools the use of the noon lunch equipment is making it possible to give some valuable instruction in Home Cooking. The work in Manual Training is broadening so as to include industrial activities in metal, electricity, etc., in addition to wood; and teachers and pupils report increased interest and value because of the change.

At the beginning of the school year in September it was announced that Manual Training and Household Economics would be optional subjects of study in Grade XI. As a result approximately 75% of the boys and 90% of the girls entering Grade XI in the City of Edmonton selected these subjects as their options.

MOTOR ENGINEERING LABORATORY—PROVINCIAL INSTITUTE OF TECHNOLOGY

A SPECIAL MATRICULATION COURSE FOR STUDENTS ENROLLED IN TECHNICAL SCHOOLS

A matriculation course has now been approved by the Matriculation Board and by the Senate of the University of Alberta, and has received your authorization also. This course is along the lines of work usually carried on in Technical Schools and will afford an opening into the engineering faculty of the University after an examination suitable for Technical Schools, and also suitable for engineering students. These students will not be required in future to attempt to obtain a technical education and an academic or scholastic education at one and the same time.

The matriculation course provided for Technical Schools devotes an equal amount of time to English, Mathematics, Science, History, and Geography, as is given to these subjects in the regular High School Courses. By eliminating such subjects as nature study, biology, agriculture, and Latin, approximately half of the school day is left for the technical and practical studies of the course. There is no sacrifice of the work in English, mathematics, and science. All the essentials of a good general education are assured. The remaining subjects on the curriculum (drawing and shopwork) have a future economic value for the young engineer and also for the young man who finds it impossible to complete his course.

The introduction of the course into the Technical Schools will simplify the organization of work, will bring relief to the staff, and the announcement that such a course would be established has increased the attendance of students. According to the statement of Mr. W. G. Carpenter, the Superintendent of Schools in Edmonton, the increase in enrolment at the Edmonton Technical School in Grade IX is approximately 60 per cent. for the present year.

The disposition of the University authorities is to give credit at the University for work covered at the Technical Schools. This is a tendency also shown by 35 western and 16 eastern universities on this continent which already recognize technical subjects and give credit for them in their admission requirements. Entrance standards are becoming less rigid. Compulsory subjects are getting fewer and elective more numerous. Scope and variety are thereby added to school programmes.

THE SUMMER SCHOOL

Last summer at your request I had charge of the school which was the largest in point of numbers of students in attendance, and courses of study in operation, since the opening session in 1913. As the work of the school will be dealt with by Mr. G. Fred McNally, the Director of the Summer School, it is not my intention to make a report of the work. I may be permitted, however, to state that the fundamentals for successful work in an institution of this kind are all present—organization, staff, courses, buildings, equipment, athletic and social facilities. It is safe to say that the students would agree that the main purposes of such a school are being achieved.

ARMATURE WINDING, SHOP FOR APPLIED ELECTRICITY—PROVINCIAL INSTITUTE OF TECHNOLOGY

NIGHT SCHOOLS IN CITIES

There has been an increase in the number of studies organized in the cities and an important consideration is the fact that the character of the new work offered must prove of great value to those enrolled. In addition to the instruction provided last year the School Board at Calgary has organized courses for women in Home Dressmaking and Millinery, and for men in Sheet Metal Pattern Drafting, open only to those working in the sheet metal shops of the city. In Edmonton and Lethbridge a course in Steam Engineering was organized for the power plant employees. In all these courses the enrolment has been gratifying.

It is to these types of educational service that attention should be directed mainly by School Boards and Directors of Night Schools since the instruction will prove of great value to the student and also to the industry and to the home. The character of the instruction should be such that the students see its worth, and its effect should be visible to the associates or employers of the men and women taking the course. When these tests are fulfilled no form of educational effort receives more popular support than the evening classes for adults.

THE NEWLY ORGANIZED PROVINCIAL INSTITUTE OF TECHNOLOGY AND ART AT CALGARY.

Prior to the completion of the new Institute buildings at Calgary, it was considered feasible and wise to use for instructional purposes the buildings in East Calgary owned, but not in use, by the Calgary School Board and by the City Corporation. In these buildings was a very valuable equipment owned by the Province. With the equipment, instruction along mechanical, scientific, technical and industrial lines might be offered to young men throughout the Province.

Posters and announcements were distributed and display advertisements appeared in all the city papers of the Province. As a result there were enrolled on the opening day, Nov. 8th, 1920, 20 full time day students, 8 part time day students, 105 correspondence students, 146 evening class students, total enrolment 279.

On January 15th, 1921, the enrolment was as follows:

75 full time day students.
22 part time day students.
185 correspondence students.
164 evening class students.

Total 446 in all courses.

The subjects are:
Railway, architectural, and mechanical drafting.
Armature winding and electrical engineering.
Telegraphy.
Motor and tractor engineering.
Steam engineering.
Mining engineering.
Applied mathematics and machine shop practice.

The staff is utilized to give instruction to the students enrolled for work at the Institute and to students registered in the Correspondence Courses in Mining and Steam Engineering. Lectures are also sent out to instructors of evening classes in cities and in mining centres. The staff at the Institute will be utilized for such extension work as the demand arises.

The permanent and temporary teachers are well qualified by their technical knowledge of their subjects as well as by their practical training and experience and will, it is expected, be able to render good service in their special fields of work.

The work at present carried on in temporary quarters will ensure a body of students when the new Institute buildings are ready and the exploration work possible because of the present start will give opportunity to determine more definitely the character and scope of the work necessary to the success of such an institution.

I am, Sir,

Your obedient servant,

D. A. CAMPBELL,
Director of Technical Education.

GENERAL STATISTICS

CLASSIFICATION OF PUPILS

Grades	No. of Pupils 1919	Per cent. of Enrolment	No. of Pupils 1920	Per cent. of Enrolment
1	31,672	26.05	33,849	24.93
2	14,035	11.57	16,299	12.00
3	14,247	11.71	16,256	11.97
4	13,887	11.42	15,205	11.21
5	12,118	9.96	13,316	9.82
6	10,815	8.89	12,034	8.86
7	8,374	6.88	9,623	7.09
8	8,487	6 98	10,020	7.38
9	3,826	3.14	4,477	3.30
10	2,151	1.76	2,501	1.84
11	1,445	1.18	1,614	1.19
12	510	0.45	556	0.41
Totals	121,567	100	135,750	100

COMPARATIVE STATEMENT of Attendance and Classification of Pupils in Graded and Ungraded Schools

	Graded Schools	Ungraded Schools
Number of pupils enrolled	75,864	59,886
Aggregate days' attendance of pupils	9,251,023	5,831,234 5
Daily average attendance of pupils	47,481.63	34,935.05
Percentage of attendance of total enrolment	62.59	58.33
Average length of school year (days)	199.47	166.91
Classification: Grade 1	17,082	16,767
Grade 2	8,948	7,351
Grade 3	8,543	7,713
Grade 4	7,847	7,358
Grade 5	7,366	5,950
Grade 6	6,585	5,449
Grade 7	5,636	3,987
Grade 8	5,526	4,494
Grade 9	3,794	683
Grade 10	2,380	121
Grade 11	1,601	13
Grade 12	556	--
Total attendance	75,864	59,886

AVERAGE AGE OF PUPILS

Grade I	7.1
Grade II	8.2
Grade III	9.4
Grade IV	10.1
Grade V	10.9
Grade VI	12.2
Grade VII	13.4
Grade VIII	14.1
Grade IX	15.3
Grade X	16.8
Grade XI	17.5
Grade XII	17.5

Age	Total No. of pupils	Percentage of enrolment
Under 7 years	13,081	9.63
7 years and under 8 years	15,023	11.07
8 years and under 9 years	15,083	11.11
9 years and under 10 years	14,008	10.32
10 years and under 11 years	14,601	10.76
11 years and under 12 years	13,308	9.80
12 years and under 13 years	13,207	9.73
13 years and under 14 years	12,245	9.02
14 years and under 15 years	10,282	7.58
15 years and over	14,912	10.98
Total	135,750	100

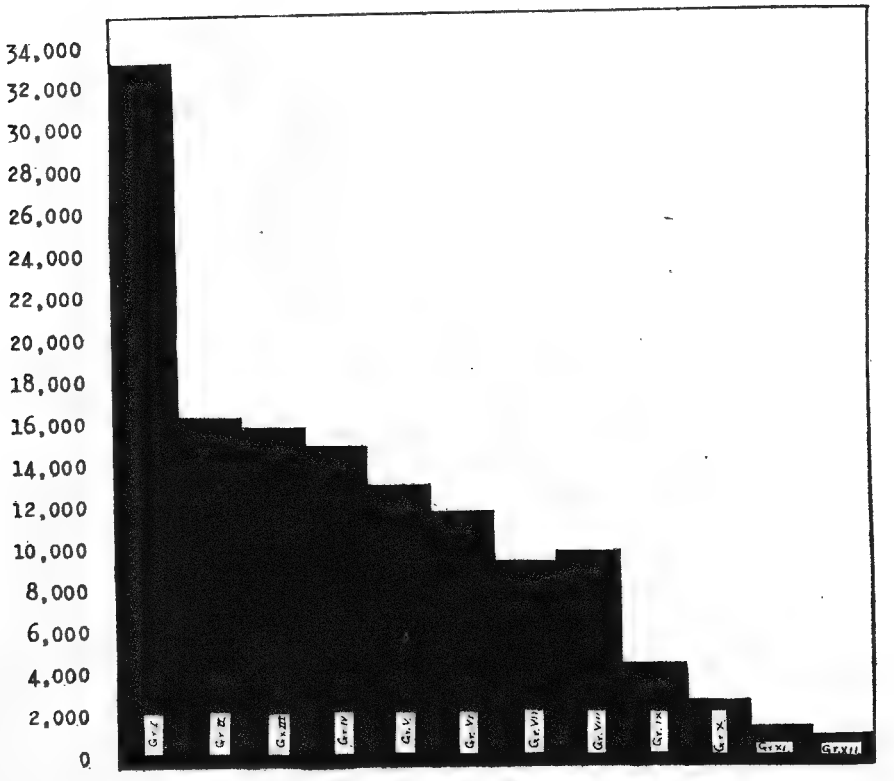
CLASSIFICATION OF PUPILS BY GRADES AND AGES

AGE	GRADE												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Under 7 years	12,759	308	14	----	----	----	----	----	----	----	----	----	13,081
7 years and under 8	10,525	3,876	576	36	10	----	----	----	----	----	----	----	15,023
8 years and under 9	5,541	5,161	3,697	611	56	17	----	----	----	----	----	----	15,083
9 years and under 10	2,311	3,367	4,628	3,122	490	87	1	2	----	----	----	----	14,008
10 years and under 11	1,322	1,781	3,592	4,165	2,792	817	116	16	----	----	----	----	14,601
11 years and under 12	626	868	1,801	3,258	3,725	2,158	686	164	22	----	----	----	13,308
12 years and under 13	402	433	1,016	2,055	2,924	3,282	2,151	856	78	9	----	1	13,207
13 years and under 14	219	251	587	1,150	1,811	2,767	2,859	2,162	365	73	----	1	12,245
14 years and under 15	86	142	259	527	987	1,764	2 088	2,992	1,127	268	41	1	10,282
15 years and over	58	69	129	281	521	1,142	1,722	3,828	2,885	2,151	1,573	553	14,912
Total	33,849	16,299	16,256	15,205	13,316	12,034	9,623	10,020	4,477	2,501	1,614	556	135,750

PUPILS UNDER AGE, NORMAL AGE, AND OVER AGE

Grades	Number in each grade				Percentage in each grade		
	Under Age	Normal Age	Over Age	Total in Each Grade	Under Age	Normal Age	Over Age
I	4,058	24,445	5,346	33,849	11.9	72.4	15.7
II	1,224	12,838	3,237	16,299	7.5	72.7	19.8
III	684	11,780	3,792	16,256	4.2	72.5	23.3
IV	580	11,658	2,967	15,205	3.8	77.4	18.8
V	872	9,925	2,519	13,316	6.1	75.0	18.9
VI	878	9,132	2,024	12,034	7.3	75.9	16.8
VII	820	7,081	1,722	9,623	8.5	73.6	17.9
VIII	1,114	7,153	1,753	10,020	11.1	71.5	17.4
IX	568	3,909	----	4,477	12.6	87.4	----
X	378	2,123	----	2,501	15.1	84.9	----
XI	41	1,573	----	1,614	2.5	97.5	----
XII	3	553	----	556	0.05	99.95	----
Totals	11,220	102,170	22,360	135,750	8.3	75.2	16.5

DISTRIBUTION OF PUPILS



The following is the number of pupils leaving school at the age of 15 years:

Grade I	38
Grade II	50
Grade III	85
Grade IV	175
Grade V	291
Grade VI	546
Grade VII	707
Grade VIII	1,239
Grade IX	502
Grade X	245
Grade XI	141
Grade XII	116
Total	4,135

The following is the percentage of the total enrolment leaving school at the age of 15 years:

Grade I	.03
Grade II	.04
Grade III	.06
Grade IV	.12
Grade V	.21
Grade VI	.40
Grade VII	52
Grade VIII	.91
Grade IX	.36
Grade X	.18
Grade XI	.13
Grade XII	.08
Total	3.04

The following is the percentage of the total leaving school at the age of 15 years:

Grade I	.91
Grade II	1 21
Grade III	2.06
Grade IV	4.23
Grade V	7.04
Grade VI	13.20
Grade VII	17.10
Grade VIII	29.98
Grade IX	12 14
Grade X	5 92
Grade XI	3.41
Grade XII	2.80
Total	100

The following is the percentage of each grade leaving school at the age of 15 years:

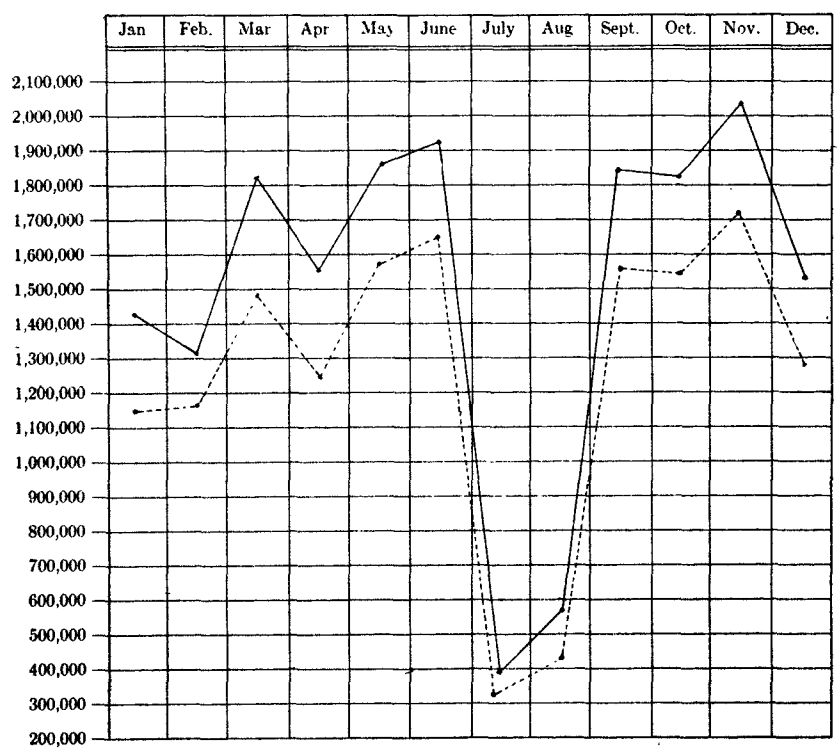
Grade I	.11
Grade II	.31
Grade III	.52
Grade IV	1.15
Grade V	2.18
Grade VI	4.54
Grade VII	7 35
Grade VIII	12.36
Grade IX	11.21
Grade X	9.79
Grade XI	8.73
Grade XII	20.72

TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING 1920

Month	Possible Aggregate	Actual Aggregate	Percentage of Attendance Per Month
January	1,453,152	1,150,908.5	79.20
February	1,303,973 5	1,156,701	88 70
March	1,827,988	1,480,891	81 01
April	1,537,071	1,257,274 5	81.08
May	1,856,751	1,561,662	84.10
June	1,914,842	1,655,113.5	86.44
July	394,264	305,995 5	77 60
August	531,727	417,840.5	78.58
September	1,846,836	1,558,652.5	84.39
October	1,821,688.5	1,542,986	84.70
November	2,011,830	1,700,729	84.53
December	1,526,041	1,293,503	84.76
Average monthly percentage of attendance			82.76

DIAGRAM SHOWING COMPARISON BETWEEN POSSIBLE AGGREGATE ATTENDANCE AND ACTUAL AGGREGATE ATTENDANCE, SHOWING VARIATION BY MONTHS.

Possible aggregate shown in black line. Actual aggregate shown in dotted line



SCHOOL DISTRICTS

School districts in existence December 31, 1919	3,046
Consolidations in existence December 31, 1919	63
Number of school district units in such consolidations	209
School districts erected during 1920:	
Public	107
R.C. Separate	1
Consolidated	4
Number of school district units in such consolidations	9
School districts disorganized during 1920:	
Consolidated	1
Number of school district units in such consolidation	4
Total number of school districts in Province December 31, 1920	3,154
Total number of consolidations in Province December 31, 1920	66
Total number of school district units in consolidations December 31, 1920	214

ATTENDANCE OF PUPILS

	1919	1920	Increase
No. of pupils attending school during the year	121,567	135,750	14,183
No. of boys	61,206	68,045	6,839
No. of girls	60,361	67,705	7,344
Total aggregate attendance for first term	7,527,505.5	8,262,550.5	735,045
Total aggregate attendance for second term	5,951,195.5	6,819,707	868,511.5
Total aggregate attendance for the year	13,478,701	15,082,257.5	1,603,556.5
Total average attendance for the year	74,775.6	82,416.7	7,641.1

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR 1920

Less than 20 days	8,319
Between 20 and 50 days	17,475
Between 51 and 100 days	34,847
Between 101 and 150 days	32,304
Between 151 and 200 days	42,447
More than 200 days	358
Total	135,750

TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR 1920

PUBLIC SCHOOLS	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	178	106.31	83.1
Edmonton	13,794	9,189.87	89.5
Calgary	13,549	9,040.86	88.
Thibault	104	51.59	85.1
Macleod	461	297.54	88.3
Lethbridge	2,618	1,732.20	88.5
Medicine Hat	3,099	2,032.68	89.6
Fort Saskatchewan	278	162.37	79.5
Gleichen	219	133.18	84.6
Red Deer	844	553.99	89.5
Pincher Creek	304	182.89	82.2
High River	342	220.29	85.2
Okotoks	223	143.45	89.1
Innisfail	294	226.27	85.1
Olds	322	193.96	86.5
Lacombe	405	265.33	87.6
Wetaskiwin	684	457.64	90.
Leduc	261	172.86	86.5

PUBLIC SCHOOLS	Enrolment	Average Attendance	Av. Monthly Percentages
Ponoka	301	190.33	85.9
Cardston	662	446.06	88.
Magrath	421	305.52	92.5
Blairmore	388	297.15	90.2
Didsbury	336	236.68	92.2
Raymond	478	309.71	85.9
Claresholm	449	278.74	85.5
Athabasca	135	72.20	81.9
Irvine	129	75.72	86 9
Taber	624	362.33	82.3
Stavely	125	77.71	87.8
Coleman	554	361.76	82.6
Granum	142	88.79	87.8
Camrose	638	391.55	88.3
Vermilion Centre	392	241.15	85.
Stettler	483	303.81	88.4
New Vegreville	516	301.75	83.7
Daysland	160	88.98	87.3
Strathmore	206	128.98	88.3
Wainwright	286	181.06	86.7
Hardisty	200	130.21	86.
Diamond City	96	41.71	81.6
Tofield	176	115.91	86.3
Carmangay	126	84.24	91.
Dennis	138	72.49	80.7
Bassano	240	150.	88.1
Castor	238	134.92	87.2
Redcliff	441	263.29	88.
Beverly	294	167.91	83.2
Edson	231	135.77	84.5
Coronation	205	118.50	87.4
Drumheller	565	288.66	81.6
Hanna	234	177.95	81.4
Grouard	175	90.12	87.4
ROMAN CATHOLIC SEPARATE SCHOOLS:			
Calgary	1,498	925.62	87.3
Edmonton	1,822	1,103.83	90 1
Holy Cross	41	20.39	89.3
Lethbridge	507	350.34	87.4
Sacred Heart	77	55.16	90.6
St. Martin's	174	88.78	81.2
North Red Deer	149	101.12	96.9
Pontmain	156	89.76	90.9
St. Louis	165	97.98	89.8
Theresetta	128	59.63	93.6

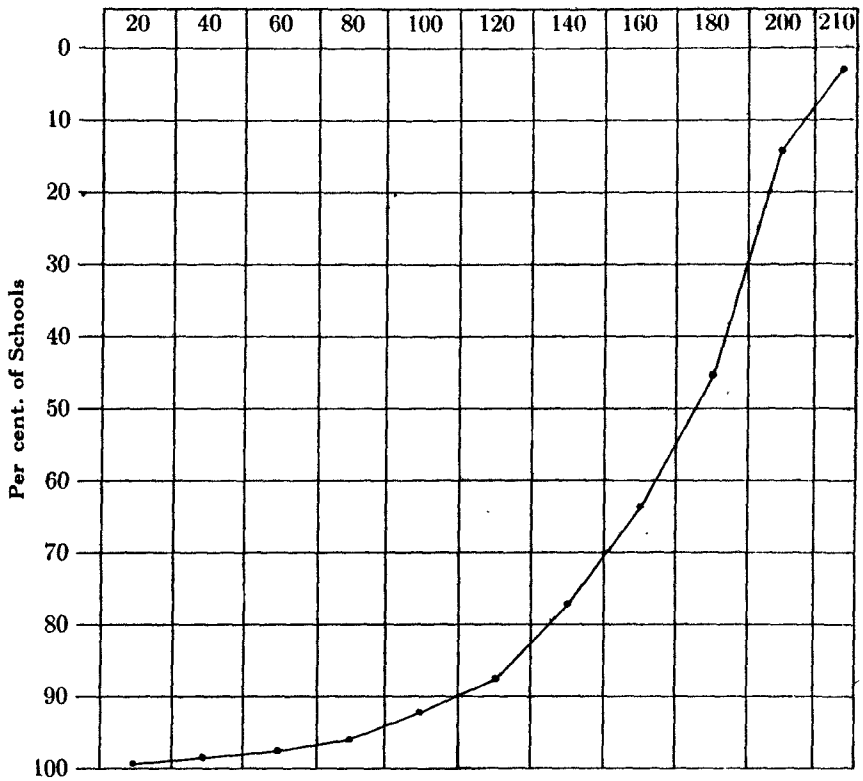
Average of monthly percentages of attendance for all town schools during the year for the month actually operated, 86.8.

The following schools were in operation in 1920:

210 days and over	83
Less than 210 days and over 200 days	332
Less than 200 days and over 180 days	872
Less than 180 days and over 160 days	532
Less than 160 days and over 140 days	384
Less than 140 days and over 120 days	255
Less than 120 days and over 100 days	159
Less than 100 days and over 80 days	101
Less than 80 days and over 60 days	59
Less than 60 days and over 40 days	36
Less than 40 days and over 20 days	10
Less than 20 days	3
Total	2,826

The schools operating less than 40 days were those newly organized.

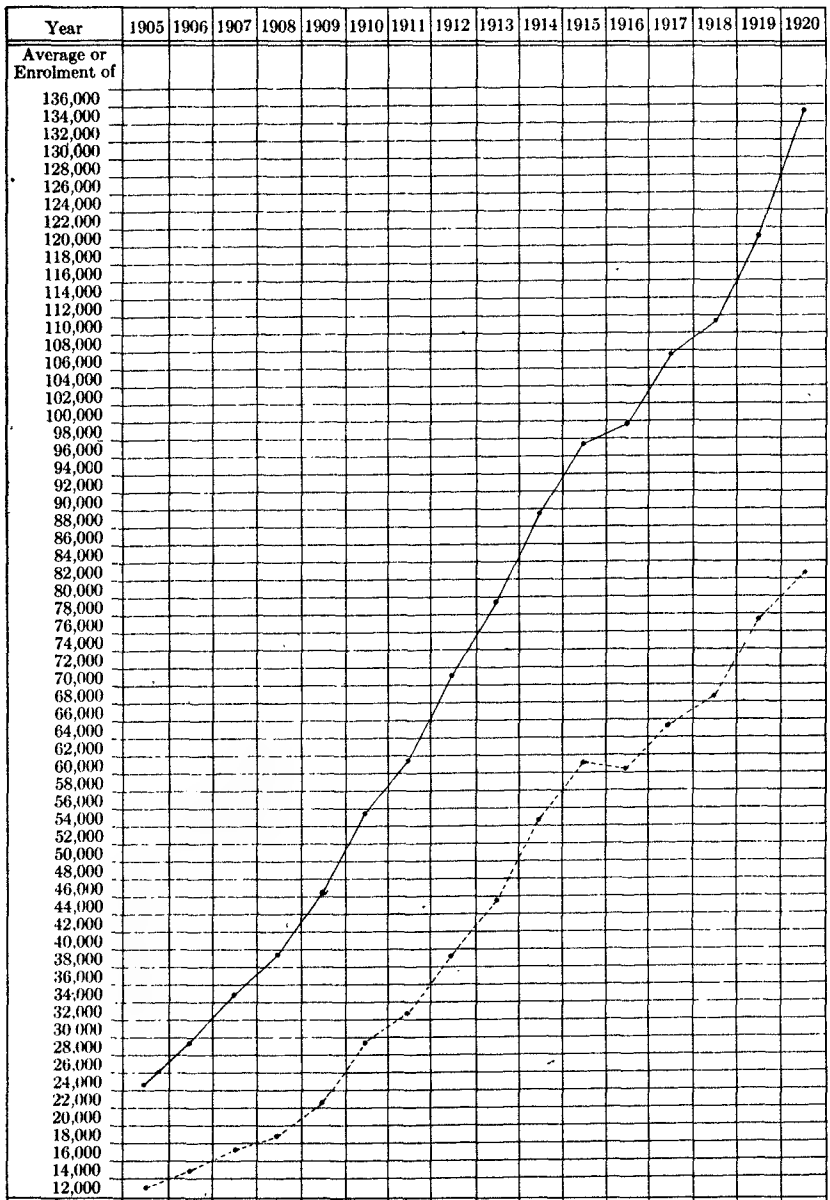
SCHOOLS IN OPERATION IN 1920



This graph is to be interpreted as follows: Number of schools operating at least 20 days is 99.9%, at least 40 days 99.6%, at least 60 days is 98.3%, at least 80 days 96.2%, etc.

DIAGRAM SHOWING THE ENROLMENT AND AVERAGE ATTENDANCE IN ALBERTA SCHOOLS FROM 1905 TO 1920 INCLUSIVE.

Enrolment shown in black line. Average attendance shown in dotted line



Exact figures for each year	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920
Total Enrolment	24,254	28,784	34,338	39,653	46,048	55,307	61,660	71,044	79,909	89,910	97,286	99,201	107,727	111,109	121,567	135,750
Average Attendance	**13,375**	**14,782**	**17,310**	**18,923**	**22,225**	**29,611**	**32,556**	**39,226**	**45,888**	**54,582**	**61,112**	**60,271**	**65,374**	**68,488**	**77,775**	**82,417**

NUMBER OF SCHOOLS IN OPERATION DURING 1919 AND 1920, AND NUMBER OF DEPARTMENTS IN EACH

SCHOOLS HAVING	TOTAL SCHOOLS		TOTAL DEPARTMENTS	
	1919	1920	1919	1920
1 department	2,576	2,589	2,576	2,589
2 departments	95	92	190	184
3 "	46	56	138	168
4 "	21	26	84	104
5 "	20	18	100	90
6 "	4	12	24	72
7 "	8	4	56	28
8 "	3	4	24	32
9 "	4	4	36	36
10 "	4	6	40	60
11 "	4	2	44	22
12 "	1	3	12	36
13 "	1	1	13	13
14 "	1	1	14	14
16 "	2	--	32	--
17 "	--	1	--	17
18 "	--	1	--	18
35 "	1	--	35	--
38 "	--	1	--	38
41 "	1	--	41	--
43 "	--	1	--	43
50 "	1	--	50	--
54 "	--	1	--	54
66 "	1	--	66	--
69 "	--	1	--	69
265 "	1	--	265	--
285 "	--	1	--	285
288 "	1	--	288	--
317 "	--	1	--	317
	2,796	2,826	4,128	4,289

RECEIPTS AND EXPENDITURES

Summary of Receipts and Expenditures of School Districts for the Year

RECEIPTS

Cash on hand January 1st, 1920	$ 791,393.17
Proceeds from Debentures	865,194.92
Taxes collected	6,894,401.11
Government Grants	885,523.94
Pupils' fees	24,810.83
Borrowed by note	1,948,256.76
Amount advanced by treasurers	10,391.82
Received from other sources	244,572.94
	$11,664,545.49

EXPENDITURES

Teachers' salaries	$ 4,371,508.02
Officials' salaries	258,249.39
Paid on debentures	1,053,328.10
Paid on notes (renewals and interest)	1,785,432.11
School buildings and repairs	1,092,862.89
School grounds	119,998.15
School furniture	209,585.04
Library and reference books	23,144.38
Apparatus and equipment	33,788.25
Supplies and stationery, etc.	228,587.28
Caretaking and fuel	699,404.97
Insurance	128,345.88
Other expenditures	640.094.67
Balance on hand December 31, 1920	1,020,216.36
	$11,664,545.49

COMPARATIVE STATEMENT showing Receipts and Expenditure of Town, Village and Rural School Districts for the year.

RECEIPTS	Town and Village Districts	Rural Districts
Cash on hand January 1, 1920	$ 305,132.59	$ 486,260.58
Proceeds of debentures	593,231.41	271,963.51
Taxes collected	4,299,358.28	2,595,042.83
Government grants	460,080.44	425,443.50
Pupils' fees	16,986.39	7,824.44
Borrowed by note	1,142,375.25	805,881.51
Amount advanced by treasurers	1,319.84	9,071.98
Other sources	158,130.33	86,442.61
	$6,976,614.53	$4,687,930.96
EXPENDITURES		
Teachers' salaries	$2,426,992.02	$1,944,516.00
Officials' salaries	127,987.39	130,262.00
Paid on debentures	815,875.78	237,452.32
Paid on notes (renewals and interest)	1,038,479.92	746,952.19
School buildings and repairs	661,335.46	431,527.43
School grounds	54,591.24	65,406.91
School furniture	118,742.29	90,842.75
Library and reference books	6,982.06	16,162.32
Apparatus and equipment	19,584.89	14,203.36
Supplies, stationery, etc.	165,085.92	63,501.36
Caretaking and fuel	482,592.04	216,812.93
Insurance	98,035.19	30,310.69
Other expenditures	509,729.79	130,364.88
Balance on hand December 31, 1920	450,600.54	569,615.82
	$6,976,614.53	$4,687,930.96

COMPARATIVE STATEMENT showing Assets and Liabilities of Town, Village and Rural Districts for the year 1920

ASSETS	Town and Village Districts	Rural Districts
Cash on hand	$ 450,600.54	$ 569,615.82
Arrears of taxes due	1,284,724.97	1,446,673.54
Estimated value of land and buildings	13,049,085.12	3,775,634.13
Estimated value of furniture and apparatus	1,036,304.03	880,024.33
Estimated value of school libraries	74,394.31	178,296.88
Other assets	930,423.51	69,837.53
	$16,825,532.48	$6,920,082.23
LIABILITIES		
Teachers' salaries	$ 25,887.15	$ 118,533.72
Debenture indebtedness	9,325,318.17	1,151,167.85
Outstanding accounts	845,791.12	698,206.81
Amounts due treasurers	1,028.77	6,507.94
Excess of assets over liabilities	6,627,507.27	4,945,665.91
	$16,825,532.48	$6,920,082.23

SUMMARY OF ASSETS AND LIABILITIES OF ALL SCHOOL DISTRICTS FOR THE YEAR

ASSETS

Cash on hand	$ 569,615.82
Arrears of taxes due	2,731,398.51
Estimated value of lands and buildings	16,824,719.25
Estimated value of furniture and apparatus	1,916,328 36
Estimated value of school libraries	252,691.19
Other assets	1,450,861.58
	$23,745,614.71

LIABILITIES

Teachers' salaries	$ 144,420.87
Debenture indebtedness	10,476,486.02
Outstanding accounts	1,543,997.93
Amounts due treasurers for money advanced	7,536.71
Excess of assets over liabilities	11,573,173.18
	$23,745,614.71
Total insurance of property	$11,671,023.36

COMPARATIVE COST OF EDUCATION

In all Schools—	
Cost per pupil per year according to enrolment	$ 58.06
Cost per pupil per year according to average attendance	95.63
Average cost per pupil for each day in attendance	.5226
In Ungraded Schools—	
Cost per pupil per year according to enrolment	51.90
Cost per pupil per year according to average attendance	88.96
Average cost per pupil for each day in attendance	.533
In Graded Schools—	
Cost per pupil per year according to enrolment	62.92
Cost per pupil per year according to average attendance	100.54
Average cost per pupil for each day in attendance	.516
In Town and Village Schools—	
Cost per pupil per year according to enrolment	54.24
Cost per pupil per year according to average attendance	91.53
Average cost per pupil for each day in attendance	.4767
In City Schools—	
Cost per pupil per year according to enrolment	73.33
Cost per pupil per year according to average attendance	110 23
Average cost per pupil for each day in attendance	.5548

TEACHERS' SALARIES, 1920

RURAL SCHOOLS

CLASS OF CERTIFICATE	Number of Teachers	SALARIES PAID		
		Highest	Lowest	Average
First male	119	$1,850	$840	$1,179 83
First female	285	1,500	775	1,092.74
Second male	320	1,500	740	1,119.50
Second female	1,166	1,600	750	1,069.30
Third male	83	1,500	840	1,124.09
Third female	375	1,536	840	1,066.86
Permit male	192	1,500	840	1,090.45
Permit female	496	1,500	830	1,027.33
*Pending male	20	1,440	840	1,112.75
*Pending female	51	1,560	630	1,095.09
Special male	Nil	----	----	----
Special female	Nil	----	----	----

ROMAN CATHOLIC SEPARATE

CLASS OF CERTIFICATES	Number of Teachers	SALARIES PAID		
		Highest	Lowest	Average
First male	3	$1,200	$900	$1,066.66
First female	38	1,680	600	1,009.55
Second male	6	2,040	700	1,300 00
Second female	80	1,470	600	991.54
Third male	3	700	700	700.00
Third female	5	1,100	800	762.00
Permit male	Nil	----	----	----
Permit female	1	940	940	940.00
*Pending male	Nil	----	----	----
*Pending female	3	1,000	700	866.66
Special male	Nil	----	----	----
Special female	Nil	----	----	----

TOWN SCHOOLS

CLASS OF CERTIFICATES	Number of Teachers	SALARIES PAID		
		Highest	Lowest	Average
First male	170	$3,500	$1,000	$2,137.55
First female	290	2,900	850	1,392.32
Second male	51	2,700	850	1,646.27
Second female	623	2,500	750	1,244.95
Third male	6	2,100	1,000	1,580 83
Third female	39	1,600	800	1,080.38
Permit male	Nil	----	----	----
Permit female	Nil	----	----	----
*Pending male	4	2,000	1,400	1,850.00
*Pending female	7	1,600	850	1,165.71
Special male	38	3,050	900	2,177.89
Special female	33	2,675	900	1,583.33

*Teachers whose standing has not been determined for Alberta.

TEACHERS' SALARIES, 1920—*Continued*

VILLAGE SCHOOLS

CLASS OF CERTIFICATE	Number of Teachers	SALARIES PAID		
		Highest	Lowest	Average
First male	39	$2,000	$1,000	$1,401 02
First female	38	1,800	900	1,177.50
Second male	36	1,725	825	1,279.86
Second female	142	1,800	840	1,097.23
Third male	4	1,300	1,165	1,223.75
Third female	30	1,380	840	1,060.53
Permit male	4	1,100	840	985.00
Permit female	7	1,270	780	931.43
*Pending male	1	1,500	1,500	1,500.00
*Pending female	4	1,560	780	1,185.00
Special male	Nil	----	----	----
Special female	Nil	----	----	----

CONSOLIDATED SCHOOLS

CLASS OF CERTIFICATE	Number of Teachers	SALARIES PAID		
		Highest	Lowest	Average
First male	35	$2,000	$1,060	$1,478.00
First female	27	1,800	900	1,169.81
Second male	19	2,410	1,055	1,382.10
Second female	89	1,350	875	1,118.83
Third male	4	1,600	1,050	1,356.25
Third female	18	1,440	1,000	1,139.44
Permit male	3	1,580	1,000	1,260.00
Permit female	3	1,300	1,030	1,176 66
*Pending male	1	1,500	1,500	1,500.00
*Pending female	3	1,200	600	1,150.00
Special male	Nil	----	----	----
Special female	Nil	----	----	----

IN ALL SCHOOLS

CLASS OF CERTIFICATE	Number of Teachers	SALARIES PAID		
		Highest	Lowest	Average
First male	366	$3,500	$840	$1,675.83
First female	678	2,900	600	1,224.04
Second male	432	2,700	700	1,209.10
Second female	2,100	2,500	600	1,122.56
Third male	100	2,100	700	1,152.05
Third female	467	1,600	800	1,069.24
Permit male	199	1,580	840	1,090.89
Permit female	507	1,500	780	1,026.72
*Pending male	26	2,000	840	1,255.95
*Pending female	68	1,600	600	1,129.41
Special male	38	3,050	900	2,177 89
Special female	33	2,675	900	1,583.33

*Teachers whose standing has not been determined for Alberta.

TEACHERS' RESIDENCES ERECTED IN ALBERTA, 1920

No.	Name	Plan of Building	No. of Rooms	Location
314	Sprucedale	T1	3	14 mi. S.W. Edmonton
450	Spruce Grove	Special	4	15 mi. W. of Edmonton
663	Pleasant View	Special	4	4 mi. from Ft. Sask.
786	Oklahoma	T1	3	14 mi. W. Innisfail
1162	Bukowina	T3A	4	25 mi. E. Lamont
1477	Bavilla	Addition	3	10 mi. S. Bellis
1485	Stanislawow	Special T3A	4	10 mi. N.E. Mundare
1486	Molodia	Special	4	20 mi. E. Lamont
1487	Paraskevia	T3A	4	10 mi. N. Mundare
1541	Lake View	T3	4	6 mi. W. Elnora
1628	Poplardale	5 room house purchased	5	10 mi. Killam (south)
1632	Edwand	Addition	3	Edwand
1706	Stony Rapid	T1	3	18 mi. N. Innisfree
1819	Island Lake	T4 modified	2	3 mi. E. Clyde
2195	Cadron	T3A	4	30 mi. E. Lamont
2218	Silbernagel	T1	3	6 mi. N.W. Beiseker
2670	Emerald	T3A	4	8 mi. S.W. Provost
3002	Abbott	T1	3	South of Oyen
3258	Zerring		2	15 mi. N. Compeer
3372	Upland		2	10 mi. N. Compeer
3448	Dry Crossing	T1	3	15 mi. S. Hardisty
3467	Wayne	Addition	3	Wayne
3494	Leader	Special (approved)		South of Halkirk
3769	Rosebud River and Sayre	Special plan	4	Mennonite Colony N. of Rockyford
3804	Baintree	T4	2	Baintree
Con 46	Readymade	Special plan	5	14 mi. E. Lethbridge
Con 55	Beiseker	Special plan	5	Beiseker
Con 62	Galahad	Special plan	6	Galahad
478	Fredericksheim	Special plan	--	East of Leduc

STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906 TO 1920 INCLUSIVE

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total No. Teachers Employed	No. of School Districts	No. School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386.73	$ 386,107.99	729	746	144	$ 926,706.26	$ 10,384.49	$ 607,678.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	902	156	1,946,869.28	16,490.25	1,486,273.67
1908	19,599	20,054	10,104.32	8,819 44	592,222.64	1,468	1,070	168	2,553,060.43	22,879.20	1,125,362.70
1909	23,165	22,883	12,498.87	9,826.19	758,815.51	1,815	1,250	180	3,531,363.57	30,409.52	2,615,321.78
1910	29,835	25,472	15,577.58	14,033.87	908,045.12	2,217	1,501	251	4,643,612 94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,304.11	1,144,583.75	2,651	1,784	283	7,371,639.52	50,950.28	4,078,812.02
1912	36,399	34,645	19,513.65	19,712.95	1,411,200.65	3,054	2,029	245	9,908,492.24	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	24,537.36	1,672,525.93	3,298	2,235	206	12,110,978.06	76,468.38	5,359,211.04
1914	46,550	43,360	26,030.23	28.552.69	2,050,697.01	3,978	2,360	125	13,442,987.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,244,963.69	4,218	2,478	120	13,834,839.12	111,839.97	6,836,241.52
1916	47,978	51,223	27,082.80	33,188.59	2,421,404.48	4,607	2,598	120	14,165,097.25	134,387.70	8,452,140.36
1917	54,182	53,545	30,697.64	34,677.23	2,620,085.54	5,133	2,779	181	14,486,014.29	150,690.62	9,069,982.43
1918	48,880	62,229	28,961.28	39,527.37	2,860,351.67	5,652	2,971	192	14,863,976.33	191,387.86	8,827,683.37
1919	53,238	68,329	31,334.04	43,441.56	3,560,317.58	4,902	3,114	145	15,892,920.05	224,971.07	9,990,849.44
1920	59,886	75,864	34,935.05	47,481.63	4,371,508.02	5,014	3,225	112	16,824,719.25	252,691.19	11,573,173.18

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1920

NAME	No.	Date of Erection	Twp.	Rge.	M.	TRUSTEE
Cadomin	3896	Jan. 9, 1920	46–47	23–24	5	M. M. O'Brien
Dog Pound	3897	Jan. 15, 1920	28–29	3– 4	5	J. Robertson
Lindsay	3898	Jan. 9, 1920	72	2– 3	6	E. S. Nicols
Maloy	3899	Jan. 15, 1920	62	8– 9	4	Nels Borglund
Roberge	3900	Jan. 15, 1920	58–59	8	4	F. S. Basterash
Columbine	3901	Jan. 15, 1920	61	8– 9	4	J. Arnot
Florence	3902	Jan. 15, 1920	33–34	24	4	
Hamlin	3903	Jan. 21, 1920	39	6	5	T. W. Earl Brown
Rosemary	3904	Feb. 5, 1920	20–21	15–16	4	J. E. Hodgson
North Rosemary	3905	Feb. 5, 1920	21	15–16	4	J. E. Hodgson
South Rosemary	3906	Feb. 5, 1920	20	15–16	4	J. E. Hodgson
Durham	3907	Feb. 14, 1920	39–40	1	5	C. Riss
Green Lake	3908	Feb. 23, 1920	57	13–14	4	Wasyl Kuz
North Excel	3909	Feb. 26, 1920	28–29	4– 5	4	H. T. Lafferty
Broncho Creek	3910	March 1, 1920	78–79	5– 6	6	A. T. Cox
Teepee Creek	3911	March 1, 1920	73–74	3– 4	6	R. H. H. Stewart
Blooming Valley	3912	March 1, 1920	74–75	9	6	L. A. Flom
South Cherhill	3913	March 4, 1920	55–56	5	5	T. J. Dwyer
Sunny Knole	3914	March 5, 1920	58–59	13–14	4	Joe Haydak
Kelmore	3915	March 8, 1920	41	6	4	Walter Scott, B.A.
Norway Valley	3916	March 12, 1920	55	3	4	Gerhard Gunderson
Farrel Lake	3917	March 15, 1920	33–34	17–18	4	Mrs. Mary Puncke
Spirit Valley	3918	March 19, 1920	78–79	6– 7	6	R. A. Correll
Harris Ranch	3919	March 19, 1920	2	24	4	OwenWilliams,B.A.
James River	3920	March 26, 1920	34–35	5– 6	5	S. L. Bale
Sylvan Side	3921	March 26, 1920	42	24–25	4	E. W. Shuldt
Burkedale	3922	April 6, 1920	53–54	3	4	L. C. Elderkin
Sturgeon River	3923	April 6, 1920	54–55	2– 3	5	Albert Trucky
Belleville	3924	April 20, 1920	37	1– 2	4	S. O. Fulgham
Halifax	3925	April 6, 1920	5– 6	28–29	4	F. A. Fortin
Beatty	3926	April 6, 1920	51	10	4	L. H. Bennett, B.A.
Antler	3927	April 20, 1920	30–31	25–26	4	A. L. Baerg
Highway	3928	April 20, 1920	57–58	17–18	4	
Equity	3929	April 20, 1920	73–74	6– 7	6	H. L. Housman
Lyman	3930	April 30, 1920	25	13–14	4	F. E. Lyman
Hollow Lake	3931	April 20, 1920	60–61	19–20	4	E. C. Dyson
Lambert	3932	April 29, 1920	73–74	12–13	6	Stewart Gilleland
Volunteer	3933	April 29, 1920	58–59	16	4	
T. Woods	3934	April 30, 1920	60	21–22	4	J. J. LeBlanc, B.A.
Mangin	3935	April 30, 1920	65–66	13–14	4	A. Norris
Opal	3936	May 1, 1920	57–58	22	4	P. Wocourich
Berny	3937	May 5, 1920	66–67	15–16	4	Albert Gaudet
Lexington	3938	May 5, 1920	26–27	9–10	4	Herman Van Dam
Manito	3939	May 5, 1920	44	24–25	4	John Marks
Sanctuary Woods	3940	May 5, 1920	32–33	25–26	4	Frank Rice
Eagle Butte	3941	May 12, 1920	7– 8	3– 4	4	S. K. Matterson
Myrtle Hill	3942	May 14, 1920	51	2– 3	4	J. E. Seward
Lisburn	3943	May 19, 1920	56	6	5	J. Johnson
Cranston Dale	3944	May 19, 1920	34	22–23	4	C. Weis
Harvest Flats	3945	May 26, 1920	3– 4	13	4	Robert Harvey
Lake Eliza	3946	June 4, 1920	55–56	8	4	T. Podlubny
Lila	3947	June 18, 1920	21	5	4	Wm. Dearing
Water Valley	3948	June 18, 1920	29–30	5	5	A. MacFarquhar
Adams Lake	3949	June 18, 1920	23–24	19	4	L. M. Smithey
Maywood	3951	June 18, 1920	45–46	5– 6	5	J. A. Bijon
Ypres Valley	3952	June 18, 1920	53–54	21–22	4	C. Dittrich
Baytree	3953	June 29, 1920	78–79	13	6	J. W. Scott
Alton	3954	July 5, 1920	23–24	22–23	4	David McBean
Canor	3955	July 5, 1920	74	7	6	A. Lawrence
Ploegstreete	3956	July 9, 1920	23–24	21	4	N. H. Raun
Montgreenan	3957	July 15, 1920	43–44	1– 2	5	J. C. Ulam
East Point	3958	July 15, 1920	31	12–13	4	S. Littan
Sangudo	3959	July 15, 1920	56–57	6– 7	5	W. H. Albers
Landseer	3960	July 16, 1920	25	23–24	5	H. A. Ruppe
Mazeppa	3961	July 19, 1920	58–59	20–21	4	J. W. Semeniuk

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1920—*Continued*

NAME	No.	Date of Erection	Twp.	Rge.	M.	TRUSTEE
Millicent	3962	July 19, 1920	20–21	13–14	4	J. J. Wilson
Mericourt	3963	July 19, 1920	25	4	4	W. J. A. Appelby
Humbolt	3964	July 19, 1920	28	22	4	John Forsch
Haddington	3965	July 19, 1920	20	12–13	4	J. A. Morrow
Vesta	3966	July 19, 1920	59	22–23	4	Martin Tenney
Rockville	3967	July 28, 1920	25–26	21–22	4	A. R. Cline
Cherrydale	3968	Aug. 4, 1920	53–54	24	4	J. A. Fife, B.A.
Dalum	3969	Aug. 10, 1920	27	19	4	Fred Nelson
Mount View	3970	Aug. 16, 1920	42–43	3– 4	5	W. Davison
Hawkinson	3971	Aug. 18, 1920	14–15	15–16	4	J. A. Hawkinson
Erickson	3972	Aug. 18, 1920	15–16	15–16	4	C. J. Anderson
Liberton	3973	Aug. 20, 1920	48–49	4– 5	5	E. E. Snelgar
Balm	3974	Aug. 20, 1920	56–57	9–10	5	Richard Kidd
Avonglen	3975	Aug. 20, 1920	46–47	8	4	J. N. Carrington
Cameron Coulee	3976	Aug. 20, 1920	19–20	29– 1	4–5	J. E. Wickstrand
Lampburg	3977	Sept. 10, 1920	51–52	12	4	J. C. Butchart, B.A.
Kitsim	3978	Sept. 24, 1920	17	16	4	Frank Porter
Beaverbrook	3979	Sept. 25, 1920	70	11–12	6	J. Kerrigan
Pelican	3980	Sept. 25, 1920	45	3	4	
Prosperous	3981	Sept. 25, 1920	60	26	4	
Pollockville	3982	Sept. 28, 1920	24–25	12	4	John Nygaard
Vilna	3983	Oct. 5, 1920	59–60	13–14	4	Chas. Stewart
Dickiebush	3984	Oct. 5, 1920	58–59	14–15	4	Joe Morgan
Side Hill	3985	Oct. 11, 1920	58	12–13	4	Jacob Romanczuk
Inverness	3986	Oct. 12, 1920	31–32	4– 5	5	John Manson
Darwell	3987	Oct. 16, 1920	53–54	4– 5	5	T. J. Dwyer
Crammond	3988	Oct. 22, 1920	26	18	4	Geo. G. Bush
Quebec	3989	Oct. 28, 1920	67	17–18	4	F. Croutze
Demers	3990	Oct. 29, 1920	49–50	23	4	J. C. Wedman
Alcoma	3991	Oct. 29, 1920	16–17	15–16	4	A. K. Stanhope
Calais	3992	Nov. 17, 1920	70	22–23	5	J. L. Waller
Grassy Slope	3993	Nov. 23, 1920	32	13	4	J. Noonan
Kemmel Hill	3994	Nov. 23, 1920	35	19–20	4	P. H. Thibaudeau
Carolside	3995	Dec. 3, 1920	25–26	12–13	4	William White
Travers	3996	Dec. 7, 1920	15	19	4	A. H. Stergis
Gap Lake	3997	Dec. 8, 1920	50–51	6	4	Wm. F. Raddatz
Kinlock	3998	Dec. 13, 1920	13–14	15–16	4	W. A. McGregor
West Saunders	3999	Dec. 13, 1920	40	13	5	A. R. Gibson, M.A.
St. Quentin	4000	Dec. 17, 1920	32	9	4	Clide Besse
Sarrail	4001	Dec. 23, 1920	66–67	18–19	4	W. Nykolin
Browning	4002	Dec. 23, 1920	41–42	3– 4	4	J. A. Woodbridge

ERECTIONS OF CONSOLIDATED SCHOOL DISTRICTS

NAME	No.	Date of Erection	Twp.	Rge.	M.	TRUSTEE
Westlock	70	Jan. 12, 1920	59–60	26–27	5	
Rosemary	71	Feb. 5, 1920	20–21	15–16	4	
Jenny Lind	72	Aug. 18, 1920	14–15	15–16	4	
Swan River	73	Oct. 9, 1920	73–74	9–10	5	

SEPARATE SCHOOL PUBLIC

St. Theresa	24	Aug. 20, 1920	28–29	19–20	4	J. Meagher

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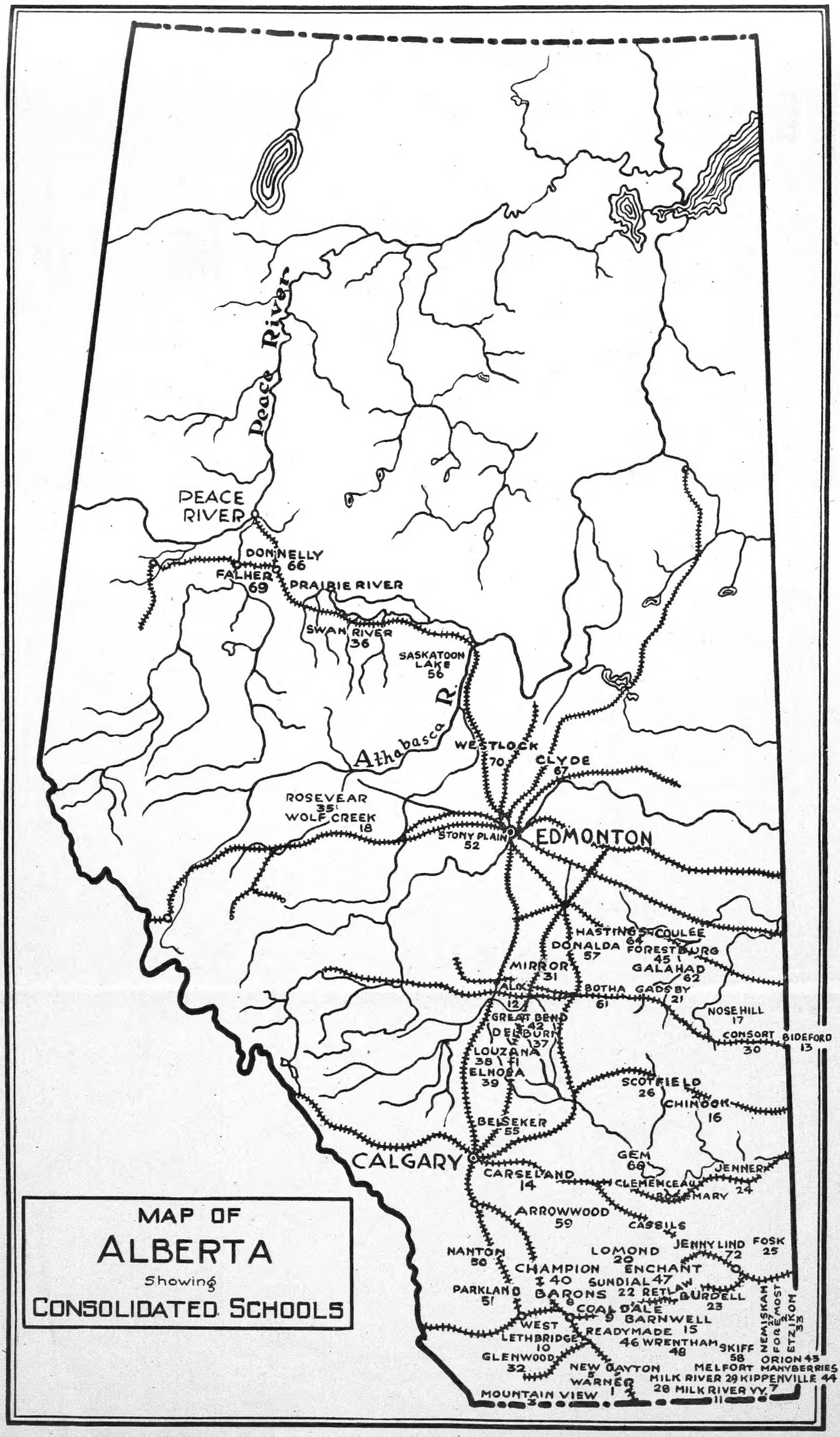
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